

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Scales Professional Development School

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

Tempe Elementary District
1115 W. 5th Street, Tempe, AZ 85281-2598

Principal: Ms. Jane Catherine Adams

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: jadams@tempeschools.org

Grades: K-5

2002 Enrollment: 460

Phone: (480) 929-9909 x 6902

Fax: (480) 804-0384

∨ School Overview ∨

Mission

Scales Professional Development School is a dynamic learning community in which all people excel physically, emotionally, intellectually and socially in order to become active and productive citizens.

Organization and Philosophy

- w Community School Environment
- w Family Centered Environment
- w Partnerships with ASU & Rio Salado Coll.
- w Professional Learning Focused

School/Academic Goals

- w Students will make one year's growth in reading and writing.
- w Students will make one year's growth in math.

Instructional Programs

- w Full-day Kindergarten
- w Reading, Math and Writing Focus
- w Afterschool Tutoring and Homework Club
- w Accelerated Reader Program
- w Parent Resource Center
- w Outdoor Education Program
- w Technology - Computer Lab
- w Summer Enrichment Program

- w We will increase parent understanding of student academic progress based on the Scales Parent Survey.
- w We will increase student attendance by focusing on Perfect Attendance and encouraging students to be in school every day on time.

Enrollment

October 1, 2001 School Year Student Enrollment:	449
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	25

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)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Budget Advisement
- w Curriculum Input
- w Extracurricular Activities
- w Grant Writing
- w Field Trips
- w Staff and Family Development

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	11.00	Teacher Aide	17.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Scales' commitment to parents is a Parent Resource Center staffed by a bilingual Parent Liaison, a monthly newsletter and a bi-weekly parent Breakfast Club focused on curriculum. Our grant from Communities in Schools supplies our Resource Center to assist parents in preparing their children for school readiness and accessing community resources. Our Parent Compact commits parents and staff to improved academic achievement and provides a safe learning environment for all students.

Parents

To help Scales Professional Development School become a community of learners, the Scales parents, faculty and students are willing to work collaboratively to discuss, implement and monitor the educational program of the school. Goals include improving student achievement in reading, writing and math, increasing parent involvement and school satisfaction, and increasing student attendance.

∨ **Transportation Policy** ∨

Bus transportation is provided to students with disabilities, students who live within a one-mile radius where there are hazards and to students who live more than one mile from school. Bus evacuation drills are held two times per year for student safety. Student behavior on a school bus should be as a well-ordered classroom.

∨ 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

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

A report card developed by teachers and approved by the Governing Board is used in the primary and intermediate grades. This report card allows teachers to assess children according to their developmental level. Parent teacher conferences are held two times per year.

∨ 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 Computer Lab	W K-3 Reading Resource Center
W Parent Resource Center	W Library and Conference Areas

Extracurricular Activities

W Student Council	W Conflict Managers
W Outdoor Education Program	W Breakfast Club
W EMPACT Counseling Groups	W Scales Afterschool Tutoring Time
W YMCA Afterschool Classes	W Life Skills Program

School/Community Resources

W Breakfast Program	W Boys and Girls Club Nearby
W Counseling Services	W ASU Interns and Student Teachers
W City of Tempe Fire Pals Program	W Parent Liaison
W Mentors from Rio Salado College	W Multigenerational Center Nearby

∨ 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 Implemented a reading, writing and math block with at least two adults per class.</p> | <p>W Implemented an afterschool teaching time project to improve student reading, writing and math skills.</p> |
| <p>W Utilize individualized reading strategies to assist first graders who are below grade level (CLIP).</p> | <p>W Implemented a Breakfast Club for parents to learn more about curriculum and how to help their children at home.</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	31.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	20.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.9 %	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
Head Start Recognition Award	2000
Tempe Diablos Excellence In Education Award	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	43	517	2%	23%	60%	14%
	School State	58840	524	9%	17%	45%	29%
Writing	School	42	521	5%	29%	57%	10%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	42	502	14%	43%	31%	12%
	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	55	502	18%	29%	40%	13%
	State	61305	505	21%	20%	43%	15%
Writing	School	55	501	15%	42%	29%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	55	498	9%	51%	9%	31%
	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	--	--	--	--	--	--	--	--	--	74	41	60	--	--	--
2	Reading	--	--	--	72	29	50	78	36	52	67	42	53	56	34	57
	Language	--	--	--	83	21	40	83	27	43	74	26	44	58	23	48
	Mathematics	--	--	--	83	42	51	82	36	55	72	35	57	58	39	61
3	Reading	98	31	47	100	35	47	81	28	48	75	31	50	63	36	50
	Language	100	38	49	100	35	51	81	32	54	77	33	56	63	34	57
	Mathematics	100	35	46	100	32	49	82	30	52	79	30	54	63	42	56
4	Reading	98	30	53	100	39	54	85	30	54	76	45	55	62	42	55
	Language	98	31	47	100	31	49	85	30	48	79	38	50	68	34	50
	Mathematics	98	26	51	100	40	54	85	37	55	79	41	57	70	41	58
5	Reading	90	35	51	100	31	51	82	41	51	95	30	51	65	47	53
	Language	96	31	42	100	26	44	82	29	45	97	24	45	68	35	47
	Mathematics	96	40	51	100	35	54	86	43	55	97	31	57	68	46	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	62	81
Grades 3-4	67	79
Grades 4-5	71	70
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

All staff at Scales Professional Development School take responsibility for the safety and security of each and every child. Staff at Scales operate as a team to provide a safe and orderly environment at all times. We have a clear and specific Crisis Management Plan and Crisis Team in place to meet any emergency that may arise. The highest priority for our school is the safety and well-being of every child and adult.

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).

3

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	\$3,538	\$1,392,353
Classroom Supplies	\$33	\$13,126
Administration	\$324	\$127,524
Support Services-Students	\$207	\$81,443
Other Support Services and Operations	\$844	\$332,166
Total Expenditures- All Categories 2000-2001	\$4,946	\$1,946,612

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	Jane Adams Hewitt	(480) 929-9909	6905
Transportation Policy	Paul Novak	(480) 350-9006	
Community Resources	Dianne Berg	(480) 929-9909	6916
School Nutrition Programs	Pam Gorowara	(480) 350-9006	
Parent Organization	Elvis Richardson	(480) 929-9909	6902
Student Health/Nurse	K. Wilson/L. Boyle	(480) 929-9909	6903

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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