

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Arroyo School

Washington Elementary District  
4535 W. Cholla, Glendale, AZ 85304-3599

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

**Principal:** Dr. Mike Peterson  
**Schedule:** 7:30 AM to 3:30 PM  
**Web Address:** [www.wesd.k12.az.us](http://www.wesd.k12.az.us)  
**E-mail:** [mpeters@ar.wesd.k12.az.us](mailto:mpeters@ar.wesd.k12.az.us)

**Grades:** Pre-K-6  
**2002 Enrollment:** 472  
**Phone:** (602) 896-5100  
**Fax:** (602) 896-5120

## ∨ School Overview ∨

### Mission

Arroyo's purpose is to provide a learning environment that will foster a student's desire to become a problem solver through gathering and processing information. Our mission is to stimulate, challenge, and engage all students and staff as learning colleagues; to instill confidence; to create a desire for lifelong learning and to teach the responsibilities of good citizenship.

### Organization and Philosophy

w K-6 Elementary

### Instructional Programs

- w Half-day Kindergarten
- w On-site Special Education
- w Gifted Program
- w Programs for English Language Learners
- w Regular Education Preschool Program
- w Technology Programs
- w Comprehensive Curriculum
- w Drug/Alcohol/Tobacco Prevention Programs

### School/Academic Goals

- w To initiate the implementation of the renewed Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- w To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- w To continue to conduct activities to train teachers in the delivery of effective lesson plans and classroom activities that meet the needs of diverse learners.

### Enrollment

October 1, 2001 School Year Student Enrollment:	514
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	33

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w To facilitate school improvement
- w To address short-term needs
- w To develop increased communications
- w To facilitate budget development
- w To engage in team growth
- w To facilitate staff selection

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	7.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	3	5	0	0
7 to 9 years	2	2	1	0
10 or more years	1	20	1	0

∨ **Shared Responsibilities** ∨

**School**

Arroyo School is committed to providing environments in which all children can learn and where decisions are made in the best interest of children. We will uniquely exhibit the following qualities: A positive, productive, safe environment; Supportive, consistent leadership; Focused, effective instructional practices; Consistent, systematic monitoring of student progress; A parent and community service orientation; and Opportunities for professional and personal development.

**Parents**

The importance of regular school attendance should be learned early. Arriving at school on time and ready to learn is a gift from the parents to each individual child and the school. Ready to learn includes being dressed appropriately, having had breakfast and getting plenty of rest. As our partners in the education of their children, parents require students to complete homework assignments and encourage a good attitude about school.

∨ **Transportation Policy** ∨

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform with all policies and regulations relating to conduct on school buses.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/19/02  
**Average Daily Instruction Time:** 6 hrs. 15 min.      **Last Day of School:** 5/30/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> 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 Art/Music/PE Facilities
- W Library/Media Center
- W Computer/Technology Lab
- W Multipurpose Facility

**Extracurricular Activities**

- W Band Program
- W Chorus
- W DARE
- W Homework Club
- W Strings Program
- W Boys/Girls Basketball
- W Student Council

**School/Community Resources**

- W Lunch Program
- W Extended Day Care
- W Crisis Intervention
- W Artist-in-Residence Program
- W Breakfast Program
- W Counseling Services
- W Parent/Teacher Organization
- W Boy Scouts

## ∨ 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 the seven strands of the Language Arts Curriculum: Reading, writing, spelling, handwriting, speaking, listening, and critical viewing.</p> | <p>w Implemented activities designed to teach the appropriate administration of the new reading assessment.</p>   |
| <p>w Implemented instructional strategies appropriate for teaching English Language Learners.</p>   | <p>w During the 2001-02 school year, Arroyo School completed the training phase of designing and implementing lesson plans and classroom activities that address the needs of diverse learners.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	9.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	1.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Teacher Nominated for Sallie Mae Award	1996
Lamp of Learning Recipient	1999
Teacher Nominated for Sallie Mae Award	1999

## ∨ 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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>59</b>	<b>520</b>	<b>8%</b>	<b>15%</b>	<b>56%</b>	<b>20%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>58</b>	<b>540</b>	<b>10%</b>	<b>14%</b>	<b>62%</b>	<b>14%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>59</b>	<b>498</b>	<b>15%</b>	<b>41%</b>	<b>41%</b>	<b>3%</b>
	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

<b>Reading</b>	<b>School</b>	<b>68</b>	<b>501</b>	<b>26%</b>	<b>19%</b>	<b>46%</b>	<b>9%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>67</b>	<b>507</b>	<b>18%</b>	<b>30%</b>	<b>42%</b>	<b>10%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>68</b>	<b>480</b>	<b>21%</b>	<b>50%</b>	<b>4%</b>	<b>25%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	89	57	60	--	--	--
2	Reading	--	--	--	94	48	50	100	49	52	82	54	53	100	52	57
	Language	--	--	--	91	30	40	100	35	43	92	30	44	100	39	48
	Mathematics	--	--	--	97	37	51	100	44	55	95	37	57	100	42	61
3	Reading	87	52	47	88	47	47	94	51	48	87	52	50	71	51	50
	Language	93	45	49	92	48	51	88	53	54	84	50	56	73	48	57
	Mathematics	93	38	46	93	30	49	100	37	52	86	40	54	71	38	56
4	Reading	88	48	53	92	60	54	98	59	54	86	60	55	74	61	55
	Language	88	45	47	96	52	49	100	53	48	80	53	50	71	57	50
	Mathematics	89	56	51	97	53	54	96	51	55	87	44	57	72	55	58
5	Reading	80	55	51	90	57	51	80	60	51	87	63	51	88	50	53
	Language	82	46	42	95	49	44	78	54	45	83	53	45	88	47	47
	Mathematics	80	49	51	88	59	54	81	54	55	84	59	57	90	50	59
6	Reading	90	57	53	79	63	54	88	61	53	79	55	54	83	65	56
	Language	87	43	41	70	60	44	84	52	44	80	45	45	84	57	47
	Mathematics	85	61	57	79	65	59	86	69	60	79	48	63	86	61	65

∨ **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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>62</b>	<b>61</b>
<b>Grades 3-4</b>	<b>78</b>	<b>80</b>
<b>Grades 4-5</b>	<b>53</b>	<b>67</b>
<b>Grades 5-6</b>	<b>83</b>	<b>69</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*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**

Each school in the WESD has crisis management guidelines and comprehensive safety plans designed to inform staff and students of what to do in the event of a crisis. The plans are based on the WESD Crisis Manual that contains information needed to assist in emergency situations from bees to bomb threats. In addition, each school and the district has Crisis Response Teams trained annually which can be mobilized in emergencies to provide information and assistance to students, staff, and families.

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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,139	\$1,638,456
Classroom Supplies	\$35	\$18,501
Administration	\$356	\$185,941
Support Services-Students	\$180	\$93,753
Other Support Services and Operations	\$813	\$424,186
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,523</b>	<b>\$2,360,837</b>

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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Mike Peterson	(602) 896-5101	
<b>Transportation Policy</b>	Robert Allen	(602) 896-5270	
<b>Community Resources</b>	Nedda Shafir	(602) 347-2669	
<b>School Nutrition Programs</b>	Dave Caldwell	(602) 896-6803	
<b>Parent Organization</b>	Stacy Taylor	(602) 896-5159	
<b>Student Health/Nurse</b>	Kathy Kloepfel	(602) 896-5110	

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/](http://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."