

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Cactus Wren Elementary School

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

Washington Elementary District  
9650 N. 39th Avenue, Phoenix, AZ 85051-3324

**Principal:** Dr. Sally Joan Solberg

**Schedule:** 7:15 AM to 3:30 PM

**Web Address:** Unpublished or Unavailable

**E-mail:** [ssolber@cw.wesd.k12.az.us](mailto:ssolber@cw.wesd.k12.az.us)

**Grades:** K-6

**2002 Enrollment:** 428

**Phone:** (602) 347-2100 x 2120

**Fax:** (602) 347-2120

## ∨ School Overview ∨

### Mission

The mission of Cactus Wren School is to work with students, parents and the community to promote an academically challenging, nurturing and safe learning environment. We acknowledge and celebrate the diversity of individual differences and learning styles. We purposefully teach children the importance of accepting personal responsibility and valuing lifelong learning.

### Organization and Philosophy

- w K-6 S.C. Regular & Sp. Ed. Classrooms
- w Interdisciplinary Team Approach
- w Integrated and Diversified Curriculum
- w Multiple Intelligences Approach

### Instructional Programs

- w Comprehensive Curriculum
- w Drug/Alcohol/Tobacco Prevention Programs
- w Remedial Program
- w Gifted Programs
- w Technology Programs
- w Three Half-day Kindergartens
- w Fine Arts Program
- w Special Education Programs

### School/Academic Goals

- w To implement renewed Science curriculum by demonstrating understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- w To implement district and state assessments by articulating their purpose, accurately administering them, interpreting and evaluating their purpose and results to plan/modify instruction, and develop and utilize efficient record-keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing the district assessments and the LAS to plan and make instructional decisions and using the strategies to co-teaching and peer modeling.
- w To design, and implement in-class and between-class grouping strategies (flexible skill grouping, multiage grouping, looping, learning style-based grouping, peer tutoring) proven to meet the needs of diverse learners.

### Enrollment

October 1, 2001 School Year Student Enrollment:	478
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	7

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

**Council Duties**

- W School Improvement Planning
- W Short-term Problem Solving
- W Develop School Budget and Timeline
- W Staff Selection
- W Team Growth and Communication
- W Activities Requested by Superintendent

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	6.00	Teacher Aide	22.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	1	0
4 to 6 years	7	1	1	0
7 to 9 years	2	1	0	0
10 or more years	12	3	1	0

∨ **Shared Responsibilities** ∨

**School**

Cactus Wren School is committed to providing environments in which all children can learn and where decisions are made in the best interests 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**

Emphasize the importance of learning in the home. Assist children in adhering to school rules. Provide proper nourishment for physical health of child. Support Make Your Day and Boys Town Social Skills philosophy and program. Send children to school on time, healthy, nurtured and ready to learn with consistent attendance and wearing a school uniform.

∨ **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.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/23/02	1/16/03	3/12/03	5/30/03
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### Additional Calendar/Report Card Information

Daily Make Your Day progress reports. Grades are Internet-accessible for some classrooms.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

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

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<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.

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#### Special Facilities

W Computer/Technology Lab	W Library/Media Center
W Art/Music/PE Facilities	W After School Tutoring

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#### Extracurricular Activities

W Phoenix Activity City (PAC) Recreation	W Student Council
W Special Olympics	W Music Recorders
W Yo Yo Club	W Chorus
W Handbells	W Cactus Wren Ball Club

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#### School/Community Resources

W Artist-in-Residence Program	W Free Breakfast for All/Lunch Program
W Counseling Services	W Common Sense Parenting Classes
W Summer Recreation/Breakfast/Lunch	W Operation School Bell/School Uniforms
W PTO	W Block Watch Warbler Community Newsletter

## ∨ 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 Language Arts Curriculum: Reading, writing, spelling, handwriting, speaking, listening and critical viewings.</p> | <p>W Implemented activities to learn, use and administer the reading assessment.</p>   |
| <p>W Implemented appropriate instructional strategies for English Language Learners.</p>   | <p>W To design and implement in-class and between-class grouping practices (flexible skill grouping, multiage grouping, looping, learning style-based grouping, peer tutoring) proven to meet 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>	30.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	6.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.3 %	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
Building a Peaceful World - Lions Club	1997
Artist-in-Residence Grants	2002
Project GOAL Library Achievement	2002
Block Watch Grants	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>41</b>	<b>527</b>	<b>7%</b>	<b>15%</b>	<b>54%</b>	<b>24%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>40</b>	<b>533</b>	<b>5%</b>	<b>22%</b>	<b>65%</b>	<b>8%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>40</b>	<b>522</b>	<b>8%</b>	<b>22%</b>	<b>42%</b>	<b>28%</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>39</b>	<b>498</b>	<b>31%</b>	<b>28%</b>	<b>31%</b>	<b>10%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>39</b>	<b>511</b>	<b>13%</b>	<b>28%</b>	<b>49%</b>	<b>10%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>39</b>	<b>469</b>	<b>31%</b>	<b>49%</b>	<b>13%</b>	<b>8%</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	--	--	--	--	--	--	--	--	--	77	61	60	--	--	--
2	Reading	--	--	--	100	41	50	100	52	52	74	49	53	57	54	57
	Language	--	--	--	100	33	40	100	40	43	78	26	44	58	37	48
	Mathematics	--	--	--	100	43	51	96	57	55	80	43	57	57	50	61
3	Reading	78	46	47	100	50	47	100	36	48	74	47	50	59	40	50
	Language	80	38	49	100	43	51	100	38	54	75	54	56	62	47	57
	Mathematics	80	39	46	100	44	49	100	26	52	75	66	54	62	51	56
4	Reading	72	39	53	100	56	54	85	60	54	75	50	55	50	56	55
	Language	79	35	47	100	40	49	89	46	48	75	43	50	52	49	50
	Mathematics	78	43	51	100	52	54	95	58	55	75	51	57	50	61	58
5	Reading	91	48	51	100	38	51	87	54	51	75	54	51	55	38	53
	Language	91	48	42	100	31	44	86	45	45	77	41	45	55	31	47
	Mathematics	89	52	51	100	51	54	83	54	55	77	60	57	55	40	59
6	Reading	73	53	53	100	46	54	83	43	53	79	56	54	59	51	56
	Language	78	39	41	100	41	44	83	35	44	74	46	45	58	43	47
	Mathematics	78	46	57	100	52	59	86	54	60	74	66	63	60	53	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>67</b>	<b>83</b>
<b>Grades 3-4</b>	<b>78</b>	<b>71</b>
<b>Grades 4-5</b>	<b>54</b>	<b>71</b>
<b>Grades 5-6</b>	<b>62</b>	<b>77</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

Washington School District has Crisis Management Guidelines and a comprehensive Safety Plan designed to inform staff and students of what to do in the event of a crisis or an emergency. The plans are based on our District Crisis Manual containing vital information about assisting in situations from Africanized bees to bomb threats. All district facilities have Crisis Response Teams trained annually to mobilize in an emergency and assist students, staffs, families and communities.

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).

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**School uniforms are 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	\$3,008	\$1,194,562
Classroom Supplies	\$28	\$11,230
Administration	\$525	\$208,354
Support Services-Students	\$228	\$90,551
Other Support Services and Operations	\$850	\$337,672
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,640</b>	<b>\$1,842,369</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 ∨

	Name	Phone	Extension
<b>School Site Council</b>	Julie Bucher	(602) 347-2100	2168
<b>Transportation Policy</b>	Bob Allen	(602) 896-5270	5270
<b>Community Resources</b>	Nedda Shafir	(602) 896-2669	2669
<b>School Nutrition Programs</b>	Dave Caldwell	(602) 896-6803	6803
<b>Parent Organization</b>	Renell Beatty	(602) 347-2100	
<b>Student Health/Nurse</b>	Rosemary Drigan	(602) 347-2110	

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.

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