ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile[1]:

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

Tumbleweed Elementary School

Washington Elementary District
4001 W. Laurel Lane, Phoenix, AZ 85029-3031

Principal: Mr. Anthony Fanucci
Schedule: 7:30 AM to 3:45 PM
Web Address: www.wesd.k12/az/us
E-mail: tfanucc@tu.wesd.k12.az.us

Grades: Pre-K-6
2002 Enrollment: 612
Phone: (602) 896-6600
Fax: (602) 896-6620

School Overview

Mission

Tumbleweed's mission is to provide relevant, quality education to our students which will enable them to participate successfully in the changing world. In pursuit of this mission, Tumbleweed will seek innovations that encourage excitement for learning; create a learning environment characterized by caring and trust; help each child develop to his/her fullest potential and provide opportunities that help students meet the challenges of change.

Organization and Philosophy

- Team Teaching
- Self-contained Classrooms
- Departmentalized Classrooms
- Looping and Multiage Classrooms

Instructional Programs

- English Language Learners
- Half-day Kindergarten
- Gifted Learners & Learning Disabilities
- K-6 On-site Special Education
- Band and Strings
- Reading Specialist
- Counseling
- Preschool Special Needs

School/Academic Goals

- 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.
- 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.
- 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.
- To design and implement lesson plans and classroom activities that address the needs of diverse learners.

Enrollment

October 1, 2001 School Year Student Enrollment:	612
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	27

[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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

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

- To Facilitate School Improvement
- To Address Immediate or Short-term Needs
- To Increase Site Council Communications
- To Facilitate the School Budget Process
- To Engage in Team Growth
- To Participate in Staff Selection

Staffing Information

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

Position	Number	Position	Number
Administrator	1.00	**Teacher**	34.00
Other Professional Staff	2.50	**Teacher Aide**	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

	Degree			
Experience	**Bachelor's**	**Master's**	**Doctorate**	**Other**
3 or fewer years	3	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	1	0	0
10 or more years	12	13	1	0

Shared Responsibilities

School

Tumbleweed School is committed to providing learning environments in which all children can learn and where decisions are made in the best interest of children. Consequently, our school will exhibit the following qualities: A positive, safe and productive school environment; supportive and consistent leadership; support of professional development; promoting supportive parent and community involvement; focused and effective instructional practices; systematic monitoring of student progress.

Parents

Parent responsibilities are: Spend daily quality time with their child reading, writing, listening or talking together; to assure their child attends school each day and on time; to ensure their child's physical needs are met, (food, clothing, medical care and rest); to meet with their child's teacher to discuss performance in school; to offer praise and encouragement to their child while emphasizing the importance of school; to be a good example and model for their child.

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, prior to boarding the bus and subsequent to 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.

V Calendar Information V

Number of Instruction Days:	177	**First Day of School:**	8/19/02
Average Daily Instruction Time:	6 hrs. 10 min.	**Last Day of School:**	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02 1/16/03 3/20/03 5/30/03

Additional Calendar/Report Card Information

V Resources Available at School Site V

Nutrition Programs

Federal food programs available to eligible[3] 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 Computer/Technology Lab
- W Library/Media Center
- W Art/Music/PE/Science Facilities
- W Multipurpose Facility

Extracurricular Activities

- W CHAMPS Student Leadership Team
- W Intramural Sports
- W Parks and Recreation
- W Afterschool Academic Enrichment Classes
- W DARE/BABES
- W Interscholastic Sports
- W Junior Achievement Program
- W Chorus

School/Community Resources

- W Afterschool Recreational/Sport Program
- W Summer School Program
- W Parenting/Adult Education/Counseling
- W Preschool/Extended Day
- W Breakfast/Lunch Programs
- W School and City Recreational Activities
- W Moon Valley HS Aspire to Teach Program

v Indicators of Success v

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- Implemented the seven strands of the Language Arts Curriculum: reading, writing, spelling, handwriting, speaking, listening and critical viewing.
- Implemented activities designed to teach the appropriate administration of the new reading assessment.
- Implemented instructional strategies appropriate for teaching English Language Learners.
- During the 2001-02 school year, Tumbleweed staff focused on using instructional practices to expand and implement lesson plans and classrooom activities that addressed the needs of diverse learners.

Student Information: 2001-02 Student Activity Rates

		Arizona		
	School	**K-6**	**7-8**	**9-12**
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	25.5 %	19.6 %	19.5 %	20.5 %
Transfers In [5]**: Within District**	2.0 %	2.7 %	2.2 %	2.0 %
Transfers In [5]**: Out-of-District**	7.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	96.6 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	3.4 %	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.

v School Honors v

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Reduction in Class Size Grant	1999
Wells Fargo Teacher Venture Grants (Several)	2002
Phoenix Block Watch Grant	2002
SRP and APS/Phoenix Urban Forestry Grants	2001

V Academic Achievement Indicators V

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

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 3

		Number Tested	MS	FFB	A	M	E
Reading	**School**	**65**	**521**	**8%**	**25%**	**38%**	**29%**
	State	58840	524	9%	17%	45%	29%
Writing	**School**	**65**	**519**	**17%**	**17%**	**57%**	**9%**
	State	57282	541	10%	12%	63%	16%
Mathematics	**School**	**65**	**501**	**15%**	**32%**	**35%**	**17%**
	State	59030	517	11%	27%	35%	27%

Grade 5

Reading	**School**	**84**	**501**	**18%**	**27%**	**46%**	**8%**
	State	61305	505	21%	20%	43%	15%
Writing	**School**	**83**	**508**	**12%**	**34%**	**46%**	**8%**
	State	59599	512	17%	26%	42%	16%
Mathematics	**School**	**84**	**478**	**11%**	**65%**	**8%**	**15%**
	State	61760	494	14%	40%	12%	34%

[1]Results reflect student performance on the English form of AIMS.
[2]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."

V Mathematics Education and AIMS V

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**.

V Academic Achievement Indicators V

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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	**Content Area**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**
1	Reading	--	--	--	--	--	--	--	--	--	91	47	60	--	--	--
2	Reading	--	--	--	94	57	50	92	50	52	79	51	53	72	50	57
	Language	--	--	--	95	41	40	98	31	43	79	35	44	80	34	48
	Mathematics	--	--	--	98	44	51	98	39	55	80	40	57	71	48	61
3	Reading	90	47	47	100	47	47	98	49	48	98	46	50	89	43	50
	Language	91	45	49	99	45	51	100	54	54	99	49	56	89	38	57
	Mathematics	89	42	46	99	39	49	98	49	52	99	37	54	88	34	56
4	Reading	91	55	53	100	65	54	97	50	54	91	57	55	84	47	55
	Language	90	48	47	99	52	49	98	45	48	90	52	50	86	41	50
	Mathematics	93	51	51	100	57	54	99	45	55	91	58	57	86	41	58
5	Reading	81	57	51	100	57	51	97	61	51	88	53	51	89	50	53
	Language	81	43	42	100	45	44	97	45	45	88	46	45	91	42	47
	Mathematics	81	53	51	100	53	54	97	55	55	90	53	57	91	47	59
6	Reading	91	59	53	100	63	54	94	63	53	97	57	54	90	60	56
	Language	90	49	41	100	48	44	96	51	44	96	47	45	90	49	47
	Mathematics	90	59	57	100	61	59	95	66	60	97	57	63	93	68	65

V Measure of Academic Progress V

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[9] 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	**60**	**60**
Grades 3-4	**76**	**76**
Grades 4-5	**55**	**48**
Grades 5-6	**84**	**88**
Grades 6-7	*******	*******

*Less than 10 students matched **No information available ***Not applicable

V School Safety V

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 bombs 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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	$2,952	$1,927,766
Classroom Supplies	$21	$13,999
Administration	$324	$211,570
Support Services-Students	$94	$61,624
Other Support Services and Operations	$721	$470,733
Total Expenditures- All Categories 2000-2001	$4,112	$2,685,692

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	Anthony Fanucci	(602) 896-6600	6605
Transportation Policy	Bob Allen	(602) 896-5270	
Community Resources	Nedda Shafir	(602) 347-2669	
School Nutrition Programs	Dave Caldwell	(928) 896-6803	
Parent Organization	Tammy Estepp	(602) 896-6600	
Student Health/Nurse	Erica Smith	(602) 896-6600	6610

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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