

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Abraham Lincoln Traditional School

Washington Elementary District  
10444 N. 39th Avenue, Phoenix, AZ 85051-1179

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

**Principal:** Dr. Virginia Voinovich  
**Schedule:** 7:00 AM to 4:00 PM  
**Web Address:** [www.wesd.k12.az.us](http://www.wesd.k12.az.us)  
**E-mail:** [vvoinov@al.wesd.k12.az.us](mailto:vvoinov@al.wesd.k12.az.us)

**Grades:** K-8  
**2002 Enrollment:** 562  
**Phone:** (602) 896-6300  
**Fax:** (602) 896-6320

### ∨ School Overview ∨

#### Mission

The philosophy of ALTS is to emphasize teaching basic skills and information to train the intellect. The purpose is to instill a sense of pride in, and respect for, self, others and country; equip students with the necessary skills to become decision makers and problem solvers; prepare students for the world outside by challenging them to compete for achievements of standards in the classroom and develop an atmosphere of respect for all students regardless of physical appearance and culture.

#### Organization and Philosophy

- w K-8
- w Traditional School

#### 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 design and implement student discipline procedures that are fair and relevant to established standards for student behavior.

#### Instructional Programs

- w School of Choice
- w Back-to-Basics Curriculum
- w Self-contained Classrooms
- w Spalding Language Arts Program
- w Gifted Program
- w Program for English Language Learners
- w Technology Teaching/Learning Stations
- w Comprehensive Curricula

#### Enrollment

October 1, 2001 School Year Student Enrollment:	519
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	580

<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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w To Facilitate School Improvement Process
- w To Address Short-term Needs
- w To Develop Increased Communication
- 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	25.50
Other Professional Staff	6.50	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

**School**

Abraham Lincoln Traditional 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**

Parents are responsible for providing time and place for homework completion; student attendance and adherence to dress code. Parent involvement is one of the four cornerstones.

∨ **Transportation Policy** ∨

ALTS is a school of choice within the Washington Elementary School District. Transportation to and from school is the responsibility of the parent.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<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	1/17/03	3/28/03	5/30/03
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### Additional Calendar/Report Card Information

Abraham Lincoln Traditional School issues report cards four times each year. Mid-term progress reports are issued four times. The daily homework/responsibility sheet provides communication with parents on a regular basis.

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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 - 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.

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#### Special Facilities

W Computer Lab/Technology Lab/Science Lab	W Library/Media Center
W Art/Music/PE Facilities	W Multipurpose Facility

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#### Extracurricular Activities

W Fine Arts Program	W Intramural Sports
W National Junior Honor Society	W Student Council
W Yearbook	W Afterschool Sports Programs
W Cheerleading	W Chess Club

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#### School/Community Resources

W Counseling Services	W Parks and Recreation Program
W Girl Scouts	W Boy Scouts
W Breakfast Program	W Extended Day Care
W Parent Classes/Parent Education	W Guild

## ∨ 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, 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, Abraham Lincoln Traditional School staff and parents designed and implemented student discipline procedures that are fair and relevant to established standards of behavior.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	25.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	0.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.2 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.8 %	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
Student Artwork Recognition	2001
Athletic Recognition	2001
Regional Spelling Bee	
Volunteer Recognition	

## ∨ 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>	School 57	536	4%	11%	46%	40%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	57	573	0%	0%	75%	25%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	57	539	2%	16%	39%	44%
	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>	School	50	514	8%	8%	66%	18%
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	50	567	2%	12%	40%	46%
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	50	524	2%	32%	14%	52%
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	School	26	527	8%	12%	54%	27%
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	School	25	518	4%	28%	60%	8%
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	School	25	487	16%	36%	44%	4%
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	84	76	60	--	--	--
2	Reading	--	--	--	93	78	50	95	73	52	83	71	53	83	63	57
	Language	--	--	--	95	67	40	92	70	43	84	66	44	85	53	48
	Mathematics	--	--	--	95	63	51	95	70	55	83	82	57	86	69	61
3	Reading	94	69	47	98	67	47	96	69	48	87	71	50	89	71	50
	Language	94	68	49	96	67	51	96	76	54	90	70	56	87	76	57
	Mathematics	96	69	46	98	70	49	96	72	52	85	67	54	87	76	56
4	Reading	96	75	53	88	77	54	96	76	54	90	74	55	93	71	55
	Language	96	61	47	91	67	49	96	66	48	93	70	50	92	63	50
	Mathematics	96	72	51	91	74	54	94	76	55	91	83	57	93	76	58
5	Reading	96	72	51	92	74	51	92	76	51	77	70	51	96	65	53
	Language	96	60	42	94	66	44	92	75	45	75	65	45	96	64	47
	Mathematics	96	70	51	94	71	54	92	73	55	75	75	57	96	78	59
6	Reading	96	69	53	93	70	54	100	73	53	81	69	54	90	66	56
	Language	96	60	41	93	56	44	100	66	44	83	67	45	90	57	47
	Mathematics	96	66	57	90	80	59	100	83	60	81	83	63	90	84	65
7	Reading	85	61	52	96	72	53	80	67	52	73	75	53	86	77	55
	Language	85	62	52	96	77	54	80	75	54	71	75	55	86	85	58
	Mathematics	85	56	53	96	82	55	80	83	56	68	89	58	84	89	60
8	Reading	--	--	54	100	70	54	98	63	53	95	71	55	87	80	56
	Language	--	--	46	100	69	49	98	67	49	91	67	50	87	77	52
	Mathematics	--	--	52	100	82	54	98	78	56	95	80	58	83	90	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 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>70</b>	<b>58</b>
<b>Grades 3-4</b>	<b>75</b>	<b>82</b>
<b>Grades 4-5</b>	<b>55</b>	<b>58</b>
<b>Grades 5-6</b>	<b>73</b>	<b>94</b>
<b>Grades 6-7</b>	<b>86</b>	<b>83</b>
<b>Grades 7-8</b>	<b>87</b>	<b>100</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 within the 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 the District's Crisis Manual which contains vital information necessary to assist in any emergency situation. Each school have Crisis Response Teams can be mobilized in the event of an emergency to assist in providing information and assistance.

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	\$2,218	\$1,136,034
Classroom Supplies	\$34	\$17,613
Administration	\$410	\$209,883
Support Services-Students	\$91	\$46,714
Other Support Services and Operations	\$607	\$310,691
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,360</b>	<b>\$1,720,935</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>	Virginia Voinovich	(602) 896-6300	
<b>Transportation Policy</b>	Bob 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>	Tony Napper	(602) 896-6300	
<b>Student Health/Nurse</b>	Sarah Im	(602) 896-6310	

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."