

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Encanto School

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

Osborn Elementary District
1420 W. Osborn Road, Phoenix, AZ 85013

Principal: Mrs. Beverly J. Ihinger, Ed.D.

Schedule: 7:00 AM to 4:00 PM

Web Address: osbornnet.org

E-mail: bihinger@osbornnet.org

Grades: Pre-K-3

2002 Enrollment: 705

Phone: (602) 707-2300 x 2310

Fax: (602) 707-2340

∨ School Overview ∨

Mission

Encanto is becoming a community of lifelong learners, where parents, students and staff work together in a climate of safety and mutual respect. We are developing in our students the academic foundations and lifeskills they will need to become responsible citizens.

Organization and Philosophy

- w Early Childhood (K-3) Focus
- w Self-contained Classrooms
- w Dual Language Programs
- w Academic and Enrichment Learning

Instructional Programs

- w Dual Language Programs
- w ESL
- w Gifted
- w Indian Education Afterschool Program
- w Title I Schoolwide Programs
- w Full Continuum Special Education
- w Art/Music/PE Classes
- w Self-contained Special Education

School/Academic Goals

- w Second graders will improve their percent of mastery by 5% as measured on AZAC (district assessment) in reading and math from the prior year's scores.
- w Encanto staff and PTA will collaborate to increase parent involvement to improve children's academic progress, and volunteer participation at school events.
- w The percentage of third graders will increase by 5% that demonstrate at least one year's growth on Stanford 9 in reading and math from the prior year's scores.
- w Third graders will increase their percentage of mastery and exceeding mastery demonstrated on the reading, math and writing sections of AIMS from last year's students by 5%.

Enrollment

October 1, 2001 School Year Student Enrollment:	668
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	36

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)
- 9 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Revise School Improvement Plan
- w Instructional Strategies
- w Parent Involvement Plan
- w Professional Development
- w Intervention Strategies
- w Student Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	20.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	9	2	0	0
7 to 9 years	0	1	0	0
10 or more years	8	8	0	0

∨ **Shared Responsibilities** ∨

School

The school will provide a learning environment conducive to high achievement for students and will individualize each student's learning; protect the legal rights of students; enhance students' self-images by showing respect and providing encouragement; provide an environment in which students can experience responsibility for their actions; discipline students in a just and constructive manner; provide for the safety, health and welfare of students; and promote regular attendance and good work.

Parents

Parents are expected to cooperate with the school regarding homework, attendance and discipline. Parents should demonstrate to their child that they value learning. Parents are expected to ensure that students attend regularly and arrive on time; notify the school when their child is ill; send their child to school nourished, rested and ready to learn; and provide a home atmosphere where reading is modeled, books are readily available and each child has a quiet place to study.

∨ **Transportation Policy** ∨

The general boundaries of the Osborn School District are 19th Avenue to 16th Street and Bethany Home to Thomas. The district provides transportation to and from school for students who reside within the school attendance area and live more than one mile from school; students with disabilities who require transportation as indicated in their IEPs; and students living within one mile of school if hazardous routes exist and other arrangements cannot be provided.

∨ Calendar Information ∨

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

Operates on Trimester Schedule

Report Card Release Dates

1/20/02	3/5/03	5/30/03
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Additional Calendar/Report Card Information

Two parent conferences are held at the end of the first and second trimester.

∨ 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 PE Multipurpose Room
W Music Room	W Art Room

Extracurricular Activities

W Afterschool Gifted Enrichment	W Learning Circle--Native American
W Afterschool Soccer	W Afterschool Basketball
W Before School PE Skills	W Afterschool Tutoring

School/Community Resources

W Breakfast/Lunch Programs	W Valley Big Brothers/Big Sisters
W Counseling Services	W Day Care Champions
W Parent Support Groups	W Osborn Health Partnership Services
W Literacy Classes	W Neighborhood Partnership

∨ 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 Stanford 9 math scores increased 3.5 NCE points in 2002 for second graders moving to third grade.</p> | <p>W In 2001-02, at each grade level K-3rd, an increased percentage parents attended both fall and spring parent/teacher conferences.</p> |
| <p>W On Stanford 9, the percentage of third graders demonstrating a year's growth in reading increased 4 percent (55% to 59%) from second to third grade in 2002.</p> | <p>W In the spring of 2002, ELL students at each grade level (K-3rd grade) averaged 2 years growth in their English language proficiency as measured on the IPT.</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	22.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
Rep to National Endowment for the Humanities Seminar	2002
Hosted Arizona Gardening Conference	2001
SAMHSA Grant - Building Healthy Communities	2002
Foreign Language Grant implemented	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 ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	126	503	15%	29%	44%	11%
	State	58840	524	9%	17%	45%	29%
Writing	School	124	508	19%	21%	56%	3%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	123	498	15%	39%	34%	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

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	--	--	--	--	--	--	--	--	--	90	33	60	--	--	--
2	Reading	--	--	--	100	32	50	55	46	52	64	39	53	--	39	57
	Language	--	--	--	100	21	40	59	26	43	66	24	44	--	27	48
	Mathematics	--	--	--	100	29	51	58	45	55	70	37	57	--	48	61
3	Reading	88	29	47	100	29	47	63	34	48	69	31	50	--	29	50
	Language	93	25	49	100	34	51	65	41	54	71	37	56	--	35	57
	Mathematics	89	23	46	100	30	49	64	42	52	71	35	54	--	30	56

∨ **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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	**	**
Grades 3-4	***	***

*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

Our school has received a three-year Safe Schools Grant which provides us with the services of a School Security Officer and a Probation Officer shared with our 4th-6th grade campus. These positions have promoted a safer school climate and provided instruction in law-related education. In addition, we operate a Discipline Plan based on a cognitive model described by William Glasser's Choice Theory and support children to make good behavior decisions as they grow and mature.

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).

1

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	\$2,662	\$1,920,884
Classroom Supplies	\$46	\$33,135
Administration	\$431	\$311,250
Support Services-Students	\$246	\$177,693
Other Support Services and Operations	\$841	\$606,438
Total Expenditures- All Categories 2000-2001	\$4,226	\$3,049,400

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	Beverly J. Ihinger	(602) 707-2310
Transportation Policy	John Bauchler	(602) 707-2050
Community Resources	Beverly J. Ihinger	(602) 707-2310
School Nutrition Programs	Sherri Ottersen	(602) 707-2020
Parent Organization	Mercy Conley	(602) 729-9062
Student Health/Nurse	Randy Woods	(602) 707-2316

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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