

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Orangedale Elementary School

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

Balsz Elementary District
5048 E. Oak Street, Phoenix, AZ 85008-2597

Principal: Mr. Rick Stephen
Schedule: 7:30 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: Rstephen@balsz.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 775
Phone: (602) 629-6800
Fax: (602) 629-6804

∨ School Overview ∨

Mission

The mission of Orangedale Elementary is to provide a creative, challenging, motivating and caring environment where all students can acquire skills and knowledge for lifelong learning. All students will learn to be productive, responsible and culturally enriched citizens through the cooperative efforts of a professional, self-renewing staff, an involved family and supportive community.

Organization and Philosophy

- w Self-contained Classrooms K-6
- w Departmentalized Classrooms 7-8

School/Academic Goals

- w Implement a schoolwide process to raise math, reading and writing achievement for all students K-8.
- w Provide high quality professional development to support instruction.

Instructional Programs

- w On-site Special Education
- w Full-day Kindergarten
- w ESL
- w Gifted
- w Special Education Preschool
- w At-risk Preschool
- w Junior Achievement

- w To assess student achievement using high quality assessment processes and tools.
- w Enhance the coordination among all programs that provide services to students.

Enrollment

October 1, 2001 School Year Student Enrollment:	824
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	16

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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- w Parent/Educator Relations
- w School Safety Issues
- w Curriculum Development
- w Budget
- w Instructional Strategies
- w Student Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	3.00	Teacher Aide	18.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	8	3	0	0
7 to 9 years	3	4	0	0
10 or more years	7	14	0	0

∨ **Shared Responsibilities** ∨

School

The school will provide a safe and nurturing learning environment; ensuring no classes will be disturbed by disruptive behavior; providing a positive learning environment which challenges students to achieve to their full potential; provide midterm progress reports and quarterly report cards; reporting to parents with bimonthly, bilingual newsletters; conducting Parent/Teacher conferences twice a year; ineligibility reports each quarter; and phone calls and meetings with parents as needed.

Parents

Parental responsibilities include keeping an open line of communication with teacher and school; supporting education by communicating its value to their children; providing a rich background through activities and reading; attending conferences and being involved in PTO and other activities; making sure attendance is timely and regular and that children are prepared for each school day; and being an active participant in their children's learning and development.

∨ **Transportation Policy** ∨

We provide transportation for students with disabilities who require transportation, as indicated in their respective Individual Education Programs. In addition, students in Kindergarten through third grade who live more than one-half mile from school and students in grades four through eight who live more than one mile from school are provided transportation. Further, the district recognizes certain traffic hazards as additional reasons for providing student transportation.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/22/02
Average Daily Instruction Time:	6 hrs. 15 min.	Last Day of School:	6/6/03

Operates on Year-round Schedule

Report Card Release Dates

9/25/02	12/18/02	3/12/03	6/6/03
---------	----------	---------	--------

Additional Calendar/Report Card Information

∨ 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 Fine Arts/Media Center	W Computer Lab
W Regulation Size Gym	W Before/Afterschool Century Club

Extracurricular Activities

W Student Council	W Afterschool Sports/Cheerleading
W Drama	W Chess Club
W Honor/Jazz Band	W National Junior Honor Society
W Wake-Up Club (Phoenix Police Dept.)	

School/Community Resources

W Lunch Program	W Breakfast Program
W Afterschool Program -Phoenix Parks & Rec	W Counseling Services
W Health Services	W School Resource Officer
W Crisis Intervention	W CASA

∨ 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 Increased achievement on standardized test scores.</p> <p>W Teachers regularly assess student achievement in the areas of reading, writing and math.</p> | <p>W Provided continuous staff development particularly in the areas of reading, math, and writing using the current Arizona Academic Standards and the Six Trait Writing Rubric.</p> <p>W Program coordinators meet regularly to evaluate and improve upon the variety of services available to our students. This is to ensure that all needed services are provided for students and parents.</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	27.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	19.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.1 %	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
Winning Honor/Jazz Bands	1998
Block Watch Grant for the Wake-Up Club	2002
Milken Award Winner	2000
The Finova Group--Partnership	2000

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	School 57	520	7%	25%	42%	26%
	State	58840	524	9%	17%	45%	29%
Writing	School	56	542	4%	12%	71%	12%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	56	516	7%	30%	43%	20%
	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

Reading	School	59	495	27%	20%	39%	14%
	State	61305	505	21%	20%	43%	15%
Writing	School	53	511	11%	36%	38%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	61	490	10%	43%	15%	33%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	58	489	43%	19%	29%	9%
	State	57484	504	24%	20%	40%	16%
Writing	School	50	481	20%	52%	28%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	57	440	53%	37%	5%	5%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	69	66	60	--	--	--
2	Reading	--	--	--	100	33	50	69	32	52	52	56	53	57	40	57
	Language	--	--	--	100	23	40	66	32	43	53	41	44	62	28	48
	Mathematics	--	--	--	100	33	51	66	37	55	52	56	57	62	46	61
3	Reading	93	19	47	99	33	47	87	39	48	51	44	50	68	50	50
	Language	93	21	49	99	37	51	84	41	54	71	38	56	70	67	57
	Mathematics	96	25	46	99	24	49	86	45	52	72	40	54	68	65	56
4	Reading	100	33	53	100	35	54	81	42	54	74	53	55	83	50	55
	Language	100	32	47	100	34	49	83	34	48	76	48	50	83	45	50
	Mathematics	100	38	51	100	38	54	83	40	55	77	65	57	83	63	58
5	Reading	100	26	51	100	46	51	89	46	51	92	50	51	73	49	53
	Language	100	21	42	100	34	44	89	33	45	91	41	45	75	45	47
	Mathematics	100	29	51	100	52	54	89	52	55	92	58	57	75	59	59
6	Reading	93	49	53	100	50	54	83	40	53	77	42	54	68	43	56
	Language	91	39	41	100	40	44	84	40	44	78	34	45	66	41	47
	Mathematics	93	54	57	100	53	59	82	43	60	78	57	63	66	60	65
7	Reading	100	48	52	100	49	53	80	44	52	82	41	53	77	44	55
	Language	100	46	52	100	40	54	83	61	54	80	53	55	75	52	58
	Mathematics	100	53	53	100	52	55	81	50	56	82	45	58	78	65	60
8	Reading	87	65	54	100	48	54	85	44	53	76	46	55	65	41	56
	Language	87	46	46	100	43	49	86	42	49	76	51	50	64	39	52
	Mathematics	87	53	52	100	48	54	85	50	56	76	44	58	67	50	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 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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	57	71
Grades 3-4	79	97
Grades 4-5	73	62
Grades 5-6	63	73
Grades 6-7	79	93
Grades 7-8	75	87

*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

We currently have a full-time School Resource Officer on campus. He is involved in instructional programs, as well as attendance and security. He also coordinates the Wake-Up Club which has the purpose of promoting positive student-community involvement. Other positive programs include DARE, CASA, Phoenix Children's Hospital Tobacco Prevention and Junior Achievement.

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	\$2,485	\$1,853,606
Classroom Supplies	\$34	\$25,231
Administration	\$453	\$338,156
Support Services-Students	\$204	\$152,432
Other Support Services and Operations	\$702	\$523,878
Total Expenditures- All Categories 2000-2001	\$3,878	\$2,893,303

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	Rick Stephen	(602) 629-6800	
Transportation Policy	Doyle Chancy	(602) 629-6481	
Community Resources	Rick Stephen	(602) 629-6800	
School Nutrition Programs	Kendell Paty	(602) 629-6400	
Parent Organization	Rick Stephen	(602) 629-6800	
Student Health/Nurse	Tracy Adams	(602) 629-6811	

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.

"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."