

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Lattie Coor School

Avondale Elementary District
220 La Canada, Avondale, AZ 85323-1333

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

Principal: Mrs. Kate Newton
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: 5, 6
2002 Enrollment: 593
Phone: (623) 772-4400
Fax: (623) 772-4420

∨ School Overview ∨

Mission

We are dedicated to providing activity-oriented, hands-on instructional programs which emphasize student growth in the essential skills areas of reading, writing and problem solving. Team teaching, sharing, cooperative learning and teacher creativity are utilized to enhance student learning, to encourage student/student and student/teacher interactions, to improve our daily attendance rate and to promote an ongoing appreciation of our multicultural school and community.

Organization and Philosophy

- w Self-contained Classrooms
- w Mandatory Uniform Policy
- w Team Teaching
- w Reorganized School Year

School/Academic Goals

- w Improve problem-solving and communication skills through the integration of mathematical thought, reading, writing, speaking and listening activities.
- w Provide on-going program support which appropriately and equitably responds to the needs of all students.
- w Provide opportunities for students to develop life skills for the purpose of developing and maintaining a high level of confidence and self-esteem.
- w Develop and implement a district plan to improve both internal and external communication at all levels and among all school and community groups.

Instructional Programs

- w Activity-oriented Programs
- w Team Teaching/Sharing
- w Bilingual
- w ESL
- w Title I Schoolwide Project
- w Special Education Inclusion
- w Fine Arts--Music, Art
- w Gifted

Enrollment

October 1, 2001 School Year Student Enrollment:	650
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

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

Council Duties

w Title I Schoolwide Project
 w Parent/Educator Relations
 w Budget
 w Extracurricular Activities
 w Textbook Selection
 w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	13.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	3	1	0	0
7 to 9 years	4	3	0	0
10 or more years	6	9	0	0

∨ **Shared Responsibilities** ∨

School

Lattie Coor School has the following responsibilities to its students and their parents: To provide for a safe, orderly learning environment; to provide every student with access to appropriate materials; to have high expectations for each student's growth academically; and to communicate meaningfully and frequently with parents regarding their children's progress.

Parents

Parents have the following responsibilities for their children: To adequately feed, clothe, and provide for a positive environment which emphasizes the importance of education; to ensure that their children attend school when healthy and that the school is notified whenever illnesses occur; and to become actively involved in their children's education by volunteering, keeping in close contact with teachers, and monitoring their children's progress.

∨ **Transportation Policy** ∨

Our district and school transportation policy follows state guidelines. All special education students who require transportation and all students who reside outside of the one-mile radius limit and within the district boundaries are transported to the appropriate school facilities.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 55 min.	Last Day of School:	5/30/03

Operates on Extended Schedule

Report Card Release Dates

10/4/02	12/20/02	3/14/03	5/30/03
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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 - 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 Lab	W Title I Language Arts Center
W Library	

Extracurricular Activities

W Afterschool Activity Program	W Chorus/Band
W Student Council	W Mexican Dance Club
W Chess Club	W Afterschool Tutoring

School/Community Resources

W Lunch Program	W Breakfast Program
W Counseling Services	W Crisis Intervention
W Clothing/Food Banks	W Afterschool Program
W Recreational Activities	W Community Activities

∨ 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 Significant student participation in academic programs such as Writer's Fair (75%), Science Fair (65%) and Geography/Spelling Bees (over 100 students).</p> | <p>W Implementation of afterschool tutoring, before school tutoring, reading reinforcement and student peer tutoring.</p> |
| <p>W Continuation of afterschool activities including Chess Club and Afterschool Club that includes athletics, academics and recreation.</p> | <p>W Dissemination of information by means of bulletins/newsletters, memos, flyers and meetings relevant to school and community issues.</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	16.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	18.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.7 %	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
Teams Distance Learning	1998
Multidistrict Math Challenge	2000
Poetic Achievement Honor School	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

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	262	487	44%	24%	29%	3%
	State	61305	505	21%	20%	43%	15%
Writing	School	253	470	39%	34%	22%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	263	449	42%	40%	8%	10%
	State	61760	494	14%	40%	12%	34%

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												
5	Reading	96	30	51	100	34	51	89	36	51	75	33	51	75	29	53
	Language	95	27	42	100	32	44	93	31	45	74	31	45	77	26	47
	Mathematics	96	35	51	100	42	54	90	41	55	76	38	57	78	32	59
6	Reading	97	35	53	100	45	54	88	36	53	85	39	54	81	38	56
	Language	98	27	41	100	36	44	91	28	44	86	29	45	79	29	47
	Mathematics	98	42	57	100	58	59	91	50	60	86	45	63	79	44	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 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 4-5	71	58
Grades 5-6	79	69
Grades 6-7	***	***

*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 have many connections with the community: Cinco de Mayo and 16 de Septiembre celebrations, local food bank food drive, Fire Pals, DARE, school district Community Relations Day, concerts, art show and student display of art work in community buildings, Community Reads Day, community use of facilities (i.e., Scouts, Soccer), parent volunteer organization, etc. School safety is promoted through a working relationship with local police and fire departments.

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	\$2,453	\$1,525,636
Classroom Supplies	\$18	\$11,198
Administration	\$489	\$303,994
Support Services-Students	\$88	\$54,952
Other Support Services and Operations	\$658	\$409,192
Total Expenditures- All Categories 2000-2001	\$3,706	\$2,304,972

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	Kate Newton	(623) 772-4400	
Transportation Policy	Lynn Rumble	(623) 772-5035	
Community Resources	Marilyn McDonald	(623) 772-4400	
School Nutrition Programs	Barbara Sewell	(623) 772-5024	
Parent Organization	PTO	(623) 772-5000	
Student Health/Nurse	Irene Sprague	(623) 772-4400	

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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