ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile[1]:

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

Arlington Elementary School

Arlington Elementary District
16351 Arlington School Road, Arlington, AZ 85322-9702

Superintendent: Mr. Chad Turner
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: chadt.arlingtonpo@maricopa.k12.az.us

Grades: K-8
2002 Enrollment: 186
Phone: (623) 386-2031
Fax: (623) 386-1627

School Overview

Mission

The Arlington District is established for the sole purpose of providing education to the students of the district. Although the board recognizes that it cannot accomplish educational objectives by itself, it does recognize that there must be a working relationship between staff, parents, the district, students and the community. The district believes that education should develop habits, attitudes, understanding and skills necessary for a productive, satisfying life in our society.

Organization and Philosophy

- Back-to-Basics
- Traditional
- Self-contained (K-4)
- Departmentalized (5-8)

Instructional Programs

- Half-day Kindergarten
- Accelerated Reader Program (K-8)
- On-site Special Education
- Ungraded Reading (1-4)
- Migrant Program
- Title I Program
- Ace Reader (Speed Reading Program) (6-8)

School/Academic Goals

- Develop and improve reading skills.
- Develop and improve language arts skills.
- Develop and improve math skills.
- Develop and improve computer skills.

Enrollment

October 1, 2001 School Year Student Enrollment:	196
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	17

[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

0 School Administrator(s)
0 Non-certified Employee(s)
0 Teacher(s)
0 Parent(s)
0 Community Member(s)
0 Student(s)

Council Duties

Staffing Information

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

Position	Number	Position	Number
Administrator	1.00	**Teacher**	11.00
Other Professional Staff	0.00	**Teacher Aide**	9.00

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	1	0	0	0
7 to 9 years	4	1	0	0
10 or more years	1	1	0	0

Shared Responsibilities

School

The district agrees to ensure quality communication between the school and parents, including being open to parental suggestions and evaluation, and promoting parental participation; maintain continual learning through in-service programs; provide comprehensive curriculum; maintain guidelines for participation in activities; promote academic achievement; maintain appropriate and quality texts; provide a safe, clean and healthy atmosphere.

Parents

Parents of students attending Arlington School must agree to remind children of the importance of education. Parents should support teachers and school and speak in positive terms of the work being done to educate children. Parents should keep children healthy and see that they are fed properly and make sure that children attend school regularly. They should promote two-way communication by discussing children's problems with teachers.

Transportation Policy

All students are transported daily in late-model buses. The district covers over 750 square miles. The district has eight bus routes covering over 640 miles daily.

v Calendar Information v

Number of Instruction Days:	180	**First Day of School:**	8/8/02
Average Daily Instruction Time:	6 hrs. 23 min.	**Last Day of School:**	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/11/02 12/20/02 3/7/03 5/23/03

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 Internet to All Classrooms
- w Library
- w Computer Lab
- w Gym

Extracurricular Activities

- w Student Council
- w Cheerleaders
- w DARE
- w School Newspaper
- w Athletics (Grades 5-8)
- w Computers
- w Afterschool Tutoring

School/Community Resources

- w Clothing and Food
- w DES Services
- w Citizenship Classes
- w Literacy Services
- w CATS Club
- w Health Services
- w Recreational Activities

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

- Internet to all classrooms.
- Accelerated Reader Program for grades Kindergarten through eight.
- Speed reading program for grades six through eight.

Student Information: 2001-02 Student Activity Rates

	School	Arizona K-6	Arizona 7-8	Arizona 9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	24.3 %	19.6 %	19.5 %	20.5 %
Transfers In [5]**: Within District**	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In [5]**: Out-of-District**	11.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	91.8 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	8.2 %	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
NDS	

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**	**	**	**	**	**	**
	State	58840	524	9%	17%	45%	29%
Writing	**School**	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	**School**	**	**	**	**	**	**
	State	59030	517	11%	27%	35%	27%

Grade 5

Reading	**School**	**20**	**496**	**25%**	**25%**	**50%**	**0%**
	State	61305	505	21%	20%	43%	15%
Writing	**School**	**15**	**500**	**13%**	**47%**	**33%**	**7%**
	State	59599	512	17%	26%	42%	16%
Mathematics	**School**	**21**	**492**	**5%**	**62%**	**10%**	**24%**
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	**School**	**	**	**	**	**	**
	State	57484	504	24%	20%	40%	16%
Writing	**School**	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
Mathematics	**School**	**	**	**	**	**	**
	State	57734	459	39%	40%	14%	7%

[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	--	--	--	--	--	--	--	--	--	53	52	60	--	--	--
2	Reading	--	--	--	100	31	50	82	43	52	91	46	53	70	48	57
	Language	--	--	--	100	16	40	82	33	43	91	29	44	70	33	48
	Mathematics	--	--	--	100	30	51	86	37	55	91	54	57	70	62	61
3	Reading	100	39	47	100	35	47	93	31	48	95	50	50	89	44	50
	Language	100	36	49	100	35	51	100	31	54	95	61	56	84	62	57
	Mathematics	100	40	46	100	33	49	96	44	52	95	43	54	84	54	56
4	Reading	84	25	53	100	48	54	96	32	54	93	38	55	95	44	55
	Language	84	26	47	100	36	49	92	32	48	93	36	50	100	45	50
	Mathematics	84	32	51	100	52	54	100	35	55	100	47	57	100	49	58
5	Reading	94	32	51	100	31	51	100	34	51	68	21	51	85	35	53
	Language	94	26	42	100	21	44	100	33	45	68	33	45	81	45	47
	Mathematics	94	53	51	100	36	54	100	46	55	68	47	57	89	48	59
6	Reading	94	46	53	100	29	54	100	32	53	92	44	54	68	38	56
	Language	94	32	41	100	25	44	100	30	44	96	38	45	68	41	47
	Mathematics	88	59	57	100	58	59	100	47	60	92	59	63	68	70	65
7	Reading	78	35	52	100	54	53	92	45	52	100	34	53	96	50	55
	Language	78	35	52	100	46	54	92	50	54	94	31	55	96	37	58
	Mathematics	78	67	53	100	71	55	92	62	56	94	56	58	92	57	60
8	Reading	100	40	54	100	34	54	87	50	53	95	56	55	72	47	56
	Language	100	30	46	100	32	49	87	46	49	95	40	50	72	43	52
	Mathematics	100	54	52	100	63	54	82	60	56	95	70	58	72	70	59

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	**40**	**47**
Grades 3-4	**62**	**79**
Grades 4-5	**67**	**56**
Grades 5-6	**80**	**90**
Grades 6-7	**83**	**50**
Grades 7-8	**79**	**71**

*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

All visitors to the campus must sign-in and obtain a visitor's pass.

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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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	NDS		
Transportation Policy	Dianna Workman	(623) 386-2031	11
Community Resources	Chad Turner	(623) 386-2031	20
School Nutrition Programs	Sherry Utter	(623) 386-2031	35
Parent Organization	Chris Larson	(623) 386-2031	33
Student Health/Nurse	Pam Landers	(623) 386-2031	10

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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