

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Palo Verde Elementary School

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

**Palo Verde Elementary District**  
**10700 S. Palo Verde Road, Palo Verde, AZ 85343-0108**  
**Mailing Address: P.O. Box 108, Palo Verde, AZ 85343-0108**

**Superintendent: Ms. Robin L. Berry**

**Schedule: 7:30 AM to 4:00 PM**

**Web Address: [myschoolonline.com](http://myschoolonline.com)**

**E-mail: [Rberry.paloverdepo@maricopa.k12.az.us](mailto:Rberry.paloverdepo@maricopa.k12.az.us)**

**Grades: K-8**

**2002 Enrollment: 321**

**Phone: (623) 386-4461**

**Fax: (623) 386-4654**

## ∨ School Overview ∨

### Mission

It is the school's responsibility to provide an environment which motivates students to develop academically, physically and socially, developing the values, attitudes and skills required to function successfully in life and occupation. Students share with their parents and the school the responsibility for creating a positive school atmosphere. We believe that the primary purpose of the school is to provide a strong academic foundation for each student within a safe, secure environment.

### Organization and Philosophy

- w Traditional
- w Departmentalized Classrooms
- w Self-contained Classrooms
- w Technology

### School/Academic Goals

- w Provide the required academic coursework so that all students graduate prepared for secondary education.
- w Graduate students with a foundation in technology.

### Instructional Programs

- w ELL Instruction
- w Gifted Extension
- w On-site Special Education
- w Intellectual Development Lab
- w Standards-based Curriculum
- w Technology-based Learning
- w Reading Diagnostic
- w Visual-motor Reading Assessment

- w Graduate students literate at or beyond societal level.
- w Provide alternative learning environments and approaches as needed for student success.

### Enrollment

October 1, 2001 School Year Student Enrollment:	315
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	45

<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**

- 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	2.00	Teacher	15.00
Other Professional Staff	1.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

**School**

Our primary responsibility is to provide maximum intellectual and social development of each child within a safe and secure environment. We will provide a strong academic foundation for each student, and assist students in developing and exercising self-discipline, respect for all citizens and a desire for lifelong learning. The school will supply students with quality teachers and a reasonable amount of materials required for classroom activities and learning.

**Parents**

Parents will send students to school ready to learn, with proper nourishment, clothing and well-rested. The child will be in school with regular attendance and on time. Parents are encouraged to be involved in the school through volunteering, school visits, Parent conferences and regular communication with the school staff. Students will be provided a time and place for completion of homework. Parents will help their children learn respect for themselves, their classmates and the school staff.

∨ **Transportation Policy** ∨

Our transportation goals are to provide efficient and safe transportation of students between home and school and to promote desirable student behavior and respect for traffic safety. We provide transportation to any student living one or more miles from the school. All students grades K-8 are transported together on four concurrent bus routes.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 178                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 6 hrs. 45 min.                      **Last Day of School:** 6/3/03  
**Operates on Year-round Schedule**

**Report Card Release Dates**

10/24/02                      1/16/03                      3/27/03                      6/3/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**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.

**Special Facilities**

- W Computer Lab/Internet
- W Automated Library/Teacher Resource
- W Intellectual Development Lab
- W Intra-school Broadcasting/Satellite

**Extracurricular Activities**

- W Student Council
- W 4-H Club in Community
- W Organized Athletics
- W National Junior Honor Society

**School/Community Resources**

- W Breakfast Program
- W Arizona Rural Health Team
- W Counseling Services
- W Lunch Program
- W Summer Recreation

## ∨ 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 Alignment of the curriculum to the Arizona Academic Standards in all content areas.</p>  | <p>w Development of a spiraled curriculum indicating mastery levels for all grades, Kindergarten through eight.</p>              |
| <p>w Implementation of a successful learning development lab to address student's individual learning ability levels and methods.</p> | <p>w Development and implementation of instructional approaches to teaching technology and providing access to all students.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	23.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	13.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.2 %	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
Exemplary Intellectual Development Lab	2002
Model School for Visual-motor Reading Assessment	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>34</b>	<b>517</b>	<b>12%</b>	<b>29%</b>	<b>35%</b>	<b>24%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>34</b>	<b>531</b>	<b>12%</b>	<b>12%</b>	<b>62%</b>	<b>15%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>33</b>	<b>517</b>	<b>3%</b>	<b>33%</b>	<b>42%</b>	<b>21%</b>
	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>	<b>School</b>	<b>32</b>	<b>484</b>	<b>34%</b>	<b>22%</b>	<b>34%</b>	<b>9%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>31</b>	<b>467</b>	<b>32%</b>	<b>35%</b>	<b>32%</b>	<b>0%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>36</b>	<b>455</b>	<b>31%</b>	<b>47%</b>	<b>17%</b>	<b>6%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>21</b>	<b>470</b>	<b>38%</b>	<b>24%</b>	<b>33%</b>	<b>5%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>21</b>	<b>471</b>	<b>24%</b>	<b>52%</b>	<b>24%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>22</b>	<b>441</b>	<b>59%</b>	<b>32%</b>	<b>9%</b>	<b>0%</b>
	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	--	--	--	--	--	--	--	--	--	68	53	60	--	--	--
2	Reading	--	--	--	100	69	50	100	68	52	64	58	53	63	61	57
	Language	--	--	--	100	60	40	100	64	43	62	42	44	63	54	48
	Mathematics	--	--	--	100	74	51	100	75	55	64	60	57	63	64	61
3	Reading	100	21	47	100	47	47	92	25	48	74	66	50	83	41	50
	Language	100	24	49	100	48	51	92	29	54	74	75	56	83	45	57
	Mathematics	100	28	46	100	41	49	92	22	52	74	73	54	83	52	56
4	Reading	100	25	53	100	35	54	99	74	54	63	35	55	71	57	55
	Language	100	29	47	100	33	49	100	60	48	67	30	50	74	51	50
	Mathematics	100	31	51	100	29	54	100	67	55	72	35	57	77	65	58
5	Reading	100	53	51	100	24	51	93	43	51	90	43	51	82	35	53
	Language	100	51	42	100	20	44	97	40	45	90	40	45	84	33	47
	Mathematics	100	53	51	100	26	54	93	43	55	93	52	57	92	42	59
6	Reading	96	38	53	100	54	54	91	35	53	88	44	54	81	66	56
	Language	100	28	41	100	40	44	91	25	44	91	27	45	81	52	47
	Mathematics	100	45	57	100	59	59	91	40	60	94	57	63	84	68	65
7	Reading	93	49	52	100	45	53	98	52	52	62	44	53	67	51	55
	Language	93	60	52	100	47	54	98	51	54	65	45	55	64	63	58
	Mathematics	93	64	53	100	48	55	98	63	56	71	51	58	64	65	60
8	Reading	100	56	54	100	58	54	94	49	53	83	52	55	52	47	56
	Language	100	64	46	100	61	49	91	52	49	83	53	50	52	49	52
	Mathematics	100	66	52	100	67	54	94	58	56	86	68	58	55	56	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>35</b>	<b>30</b>
<b>Grades 3-4</b>	<b>61</b>	<b>58</b>
<b>Grades 4-5</b>	<b>58</b>	<b>53</b>
<b>Grades 5-6</b>	<b>87</b>	<b>83</b>
<b>Grades 6-7</b>	<b>63</b>	<b>68</b>
<b>Grades 7-8</b>	<b>89</b>	<b>89</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**

A safe and orderly learning environment is maintained in the classrooms and throughout the campus through use of a structured, progressive, schoolwide discipline program. This program provides for little or no disruption of the learning environment through use of alternative classroom placement.

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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	Fred Beal	(623) 386-4461	
<b>Community Resources</b>	Teresa Kennedy	(623) 386-4461	
<b>School Nutrition Programs</b>	Natalie Parker	(623) 386-4461	
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Shelly Narramore	(623) 386-4461	

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.

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