

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup> :

## Alhambra Traditional School

Alhambra Elementary District  
3736 W. Osborn Road, Phoenix, AZ 85019

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

**Principal:** Ms. Tracey A. Lopeman  
**Schedule:** 8 :00 AM to 4:30 PM  
**Web Address:** [www.alhambra.k12.az.us](http://www.alhambra.k12.az.us)  
**E-mail:** Unpublished or Unavailable

**Grades:** K-8  
**2002 Enrollment:** 661  
**Phone:** (602) 484-8816  
**Fax:** (602) 484-8952

### ∨ School Overview ∨

#### Mission

ATS is a traditional, back-to-basics school. We provide an alternative educational choice, maintaining high expectations of our students and opportunities for parental involvement. Students are taught in self-contained classrooms utilizing whole-group instruction. Instructional time is focused, intensive and not interrupted. The curriculum is phonics-based. Daily homework is required. Appropriate behavior, conduct, and dress codes are strictly enforced. Our main goal is academic excellence.

#### Organization and Philosophy

- w Traditional Back-to-Basics
- w Alternative Choice
- w Academic Focus
- w Parent Involvement

#### School/Academic Goals

- w To achieve academic excellence and maintain the level of high expectations and academic achievement as in previous years (measured by CAT and Stanford 9).
- w To provide intensive learning time/focused instruction (whole group/teacher directed).

#### Instructional Programs

- w Alternative Education
- w Phonics-based (Spalding)
- w Curriculum Sequenced K-8
- w Direct Teaching/Whole Group
- w Maximum Instruct. Time/Academic Focus
- w Required Daily Homework
- w Self-contained Classes
- w Full-day Kindergarten

- w To provide students with a safe and orderly environment conducive to learning.
- w Implement new student/new parent classes and summer school (phonics, study skills and technology) to ensure student success.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	672
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	661

<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**

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

**Council Duties**

- w Parent/Educator Relations
- w Curriculum Development
- w Textbook Selection
- w School Safety Issues
- w Student Dress Code
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	1.00	Teacher Aide	21.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	0	2	0	0
7 to 9 years	4	0	1	0
10 or more years	5	12	0	0

∨ **Shared Responsibilities** ∨

**School**

Maintain high academic standards and expectations. Maintain high expectations of students. Ensure a safe, orderly, structured, productive learning environment. Provide whole-group, direct teaching techniques. Maintain a Site Council (parents and staff) to provide input, direction and decision making pertaining to curriculum, textbook selection, discipline, dress code, etc. Encourage patriotism, school unity, spirit and pride.

**Parents**

Alhambra Traditional School parents agree to encourage systematic study and to provide the proper conditions suitable to study at home. We encourage parents to provide input and direction, pertinent to the day-to-day process of education, through the School Community Council. Parents are involved in the development of curriculum, selection of textbooks and appropriate field trips as well as setting dress code standards. Parent volunteers are integral to continued student success.

∨ **Transportation Policy** ∨

Students inside or outside the Alhambra School District may ride a district bus to Alhambra Traditional School from any of the other school sites in the district. All other students either walk or come in automobiles.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	6 hrs. 15 min.	<b>Last Day of School:</b>	5/29/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/10/02	11/20/02	1/15/03	2/26/03
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#### Additional Calendar/Report Card Information

Additional report card dates are April 16, 2003, and May 29, 2003.

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### ∨ Resources Available at School Site ∨

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#### 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.

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#### Special Facilities

W Computer/Writing Lab	W Fully Equipped Science Lab
W High Quality, Up-to-Date Library	W Before/After School Day Care

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#### Extracurricular Activities

W Intermural Sports	W Band
W Chorus	W Computer Classes
W Chess Club	W National Junior Honor Society
W Yearbook Club	W School Newspaper

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#### School/Community Resources

W Afterschool Care	W Day Care
W Health Services	W Afterschool Program

## ∨ 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

W Stanford 9 scores consistently average above the 80th percentile.      W Top elementary and junior high school in Arizona.

W Top Spalding Language Arts school in Arizona.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	12.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	2.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.5 %	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
Top Elementary School--Arizona	1998
Top 2 Junior Highs--Arizona	1998
Achievement Scores Top 5% of Arizona	2000
Achievement Scores Top 5% of Arizona	2001

## ∨ 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>73</b>	<b>551</b>	<b>0%</b>	<b>1%</b>	<b>38%</b>	<b>60%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>74</b>	<b>575</b>	<b>0%</b>	<b>0%</b>	<b>74%</b>	<b>26%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>71</b>	<b>558</b>	<b>0%</b>	<b>4%</b>	<b>34%</b>	<b>62%</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>58</b>	<b>532</b>	<b>0%</b>	<b>10%</b>	<b>47%</b>	<b>43%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>58</b>	<b>554</b>	<b>0%</b>	<b>12%</b>	<b>55%</b>	<b>33%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>59</b>	<b>529</b>	<b>0%</b>	<b>20%</b>	<b>25%</b>	<b>54%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>46</b>	<b>560</b>	<b>0%</b>	<b>0%</b>	<b>48%</b>	<b>52%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>46</b>	<b>526</b>	<b>0%</b>	<b>22%</b>	<b>74%</b>	<b>4%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>47</b>	<b>517</b>	<b>2%</b>	<b>26%</b>	<b>45%</b>	<b>28%</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	--	--	--	--	--	--	--	--	--	91	90	60	--	--	--
2	Reading	--	--	--	91	84	50	91	82	52	94	81	53	81	81	57
	Language	--	--	--	93	84	40	90	86	43	99	82	44	85	83	48
	Mathematics	--	--	--	93	85	51	90	90	55	96	89	57	85	88	61
3	Reading	92	82	47	94	82	47	91	83	48	92	80	50	87	79	50
	Language	92	87	49	98	88	51	94	88	54	93	89	56	88	89	57
	Mathematics	91	78	46	97	79	49	92	81	52	92	85	54	88	85	56
4	Reading	91	89	53	92	86	54	87	84	54	92	84	55	79	85	55
	Language	91	81	47	95	80	49	92	78	48	91	76	50	82	80	50
	Mathematics	88	81	51	95	81	54	90	81	55	92	81	57	78	84	58
5	Reading	94	84	51	91	85	51	95	81	51	93	77	51	92	82	53
	Language	94	83	42	97	78	44	95	78	45	93	73	45	94	77	47
	Mathematics	93	88	51	97	83	54	90	84	55	96	79	57	94	83	59
6	Reading	92	81	53	87	86	54	92	88	53	97	85	54	92	83	56
	Language	91	75	41	83	84	44	95	84	44	97	81	45	94	77	47
	Mathematics	91	88	57	84	90	59	97	89	60	98	84	63	92	81	65
7	Reading	89	85	52	95	86	53	98	86	52	93	88	53	91	87	55
	Language	89	90	52	95	92	54	96	91	54	91	93	55	93	92	58
	Mathematics	89	91	53	97	92	55	98	94	56	93	94	58	93	89	60
8	Reading	90	80	54	96	86	54	96	84	53	93	85	55	100	84	56
	Language	88	88	46	94	90	49	96	89	49	90	92	50	96	91	52
	Mathematics	90	88	52	96	91	54	94	90	56	93	93	58	100	88	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>69</b>	<b>66</b>
<b>Grades 3-4</b>	<b>83</b>	<b>71</b>
<b>Grades 4-5</b>	<b>69</b>	<b>75</b>
<b>Grades 5-6</b>	<b>85</b>	<b>75</b>
<b>Grades 6-7</b>	<b>76</b>	<b>90</b>
<b>Grades 7-8</b>	<b>65</b>	<b>63</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

Alhambra Traditional School has a secure and locked campus where students can be assured that intruders are minimized to the greatest degree possible. Visitors register in the office, the only entrance to the school during the school day, and wear visitor's badges. Teaching and administrative staff work as a team with students to stop problems quickly so students can focus on learning. Parent support contributes to the success of the program.

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	\$2,659	\$1,759,369
Classroom Supplies	\$46	\$30,428
Administration	\$448	\$296,300
Support Services-Students	\$94	\$62,171
Other Support Services and Operations	\$563	\$372,582
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,809</b>	<b>\$2,520,850</b>

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
<b>School Site Council</b>	Tracey A. Lopeman	(602) 484-8816	
<b>Transportation Policy</b>	Mary Francoeur	(602) 484-8816	4801
<b>Community Resources</b>	Mary Francoeur	(602) 484-8816	4801
<b>School Nutrition Programs</b>	Loretta Lane	(602) 484-8816	4814
<b>Parent Organization</b>	Deborah Robertson	(602) 484-8816	
<b>Student Health/Nurse</b>	Courtney Lewis	(602) 484-8816	

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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