

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Andalucia Primary School

Alhambra Elementary District
4530 W. Campbell, Phoenix, AZ 85031

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

Principal: Ms. Jackie Doerr

Schedule: 6:30 AM to 3:30 PM

Web Address: www.alhambra.k12.az.us

E-mail: Unpublished or Unavailable

Grades: K-3

2002 Enrollment: 855

Phone: (623) 848-8420

Fax: (623) 848-1998

∨ School Overview ∨

Mission

Andalucia Primary was named an A+ school in 1998 because we believe all children can be successful. Our goal is to provide our students with learning experiences that enable them to attain proficiency in all academic areas. Each child receives 90 minutes or more of reading, 60 minutes of math, plus language arts on a daily basis. The high expectations of the Andalucia Primary staff provide all students with the foundation they need to be successful.

Organization and Philosophy

- w Self-contained Classrooms
- w Back-to-Basics
- w Multiage Reading Groups
- w Cooperative Learning Groups

Instructional Programs

- w Full-day Kindergarten
- w Individual Tutoring
- w English Language Acquisition Program
- w Transitional Kindergarten
- w Gifted
- w On-site Special Education
- w Spanish Language Instruction
- w Afterschool Reading Program

School/Academic Goals

- w To improve reading achievement and assist students in reading at or above grade level by implementation of the Success For All reading program.
- w To improve math achievement through implementation of Touch Math, math manipulatives and systematic review as measured by district assessment.
- w To improve achievement in writing by requiring every student to complete two publishable pieces of writing each quarter.
- w To ensure that every child is working to his/her ability.

Enrollment

October 1, 2001 School Year Student Enrollment:	936
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	12

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

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

Council Duties

- w School Safety Issues
- w Budget
- w Student Discipline
- w Parent/Educator Relations
- w Improvement of Facilities/Grounds
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	4.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	5	0	0
10 or more years	5	18	0	1

∨ **Shared Responsibilities** ∨

School

There is open communication between the school and home at all times. Parents are always welcome on campus and receive monthly newsletters from the principal and weekly or monthly newsletters from the homeroom teachers. An open house is held in August for students and their parents. Parents are invited to all musical performances, classroom presentations and School Community Council Meetings.

Parents

Parents become a part of Andalusia Primary by volunteering at school whenever possible; reading to their children every night; assisting students with all homework; maintaining a quiet workplace in the home to do homework; attending all parent conferences; calling the teacher or principal if they have questions about anything; serving on the Booster Club or Community Council when possible and participating in the Family Support Team.

∨ **Transportation Policy** ∨

The Governing Board authorizes regular school bus transportation to and from school for special education students whose handicapping conditions require transportation as indicated in their respective IEPs; students living within one mile of the school where hazardous or difficult routes exist and students who live one mile from school. Boundary: 43rd Avenue-51st Avenue, Indian School Road-Camelback Road, 51st Avenue-59th Avenue, Missouri-Camelback, 35th Avenue-39th Avenue, Osborn to Thomas.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/30/02	1/22/03	4/2/03	5/29/03
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Additional Calendar/Report Card Information

Teachers make two positive phone calls to each student each semester. Parent conferences are held twice yearly.

∨ 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 Afterschool Child Care	W Parent Resource Room
W Parent Volunteer Room	W Computer Lab

Extracurricular Activities

W Before School Rise & Read Club	W Tutoring in Reading
W Take-home Computer Program	W Chorus
W Tutoring in Reading Grades 2-3	W Intramurals

School/Community Resources

W Breakfast Program	W Adult GED Classes
W Day Care	W Counseling Services
W Parenting Classes--English/Spanish	W Health Services
W Literacy Classes	W Adult Education

∨ 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 Scores on the third grade Stanford 9 in reading were one month above the district average. W Scores on the second grade Stanford 9 in math were two months above the national average.
- W Scores on the third grade Stanford 9 in math were two months above the national average. W Scores on the third grade Stanford 9 in Language were one month above the national average.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.7 %	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
Teacher Excellence in Education	2001
Three District Grants	2002
A+ School	1998

∨ 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 3		Number Tested	MS	FFB	A	M	E
Reading	School	71	515	8%	25%	48%	18%
	State	58840	524	9%	17%	45%	29%
Writing	School	72	519	7%	26%	60%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	76	503	13%	34%	38%	14%
	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

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	--	--	--	--	--	--	--	--	--	21	70	60	--	--	--
2	Reading	--	--	--	100	56	50	29	59	52	35	57	53	23	54	57
	Language	--	--	--	100	53	40	31	49	43	35	58	44	25	48	48
	Mathematics	--	--	--	100	75	51	30	71	55	36	79	57	26	63	61
3	Reading	48	43	47	100	47	47	42	41	48	37	38	50	38	44	50
	Language	50	54	49	100	61	51	45	55	54	38	53	56	39	58	57
	Mathematics	47	64	46	100	58	49	43	64	52	37	53	54	39	56	56

∨ 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	55	44
Grades 3-4	***	***

*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 Safety Committee meets monthly to ensure a safe campus. The committee is made up of teachers, maintenance, nurse and office staff. Our campus is secured each morning at 7:30 A.M. The only entrance to the campus during the day is through the office. All guests wear visitor badges so students and staff will know they have come through the office.

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	\$2,887	\$1,981,819
Classroom Supplies	\$53	\$36,345
Administration	\$428	\$293,519
Support Services-Students	\$193	\$132,630
Other Support Services and Operations	\$608	\$417,106
Total Expenditures- All Categories 2000-2001	\$4,169	\$2,861,419

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	Jackie Doerr	(623) 848-8420	
Transportation Policy	Jackie Doerr	(623) 848-8420	
Community Resources	Maria Sandoval	(623) 848-8420	6234
School Nutrition Programs	Barbara Moore	(623) 848-8420	6214
Parent Organization	Linda Cerrachio	(623) 848-8420	
Student Health/Nurse	Rita Tapia	(623) 848-8420	6210

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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