

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Glenn L. Downs School

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

Cartwright Elementary District  
3611 N. 47th Avenue, Phoenix, AZ 85031-3199

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**Web Address:** Unpublished or Unavailable  
**E-mail:** Unpublished or Unavailable

**Grades:** K-6  
**2002 Enrollment:** 665  
**Phone:** (623) 691-4200  
**Fax:** (623) 691-4220

## ∨ School Overview ∨

### Mission

We have the philosophy that effective education occurs where staff, students, parents and the community share a desire for academic excellence, where students demonstrate high academic achievement and where there is an equally strong desire of caring and concern for the individual's well-being and safety. It is our desire that each child who leaves will be competent in all subject areas and will be prepared to continue his/her formal education.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms

### School/Academic Goals

- w To provide students a solid academic foundation emphasizing reading, writing and mathematics.
- w To provide teachers flexibility and awareness in addressing individual student academic needs.
- w To provide each student with curriculum and extracurricular opportunities to acquire interest, knowledge and ability in the fine arts.
- w To provide each child with problem-solving and study skills that will promote their academic growth as lifelong learners.

### Instructional Programs

- w Basic Skills
- w Success For All - Reading
- w Language Acquisition Programs (ESL)
- w On-site Special Education
- w USI Math and Science
- w Connected Math Program -Inquiry Based
- w TERC Math Programs -Inquiry Based Math

### Enrollment

October 1, 2001 School Year Student Enrollment:	679
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	12

<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)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Curriculum Development
- w Parent/Educator Relations
- w Title I Programs
- w School Improvement
- w School Safety Issues
- w Parental Involvement Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	36.50
Other Professional Staff	2.00	Teacher Aide	18.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	4	1	0	0
10 or more years	0	17	1	0

∨ **Shared Responsibilities** ∨

**School**

We consistently communicate to parents our desire for high academic standards, positive school climate and an environment which is safe for students. Our methods of communication may include our school mission statement, Student/Parent Handbook, school newsletters, quarterly grade reports, grade deficiency notices, schoolwide parent/teacher conferences, as well as individually initiated conferences by administrators, teachers or parents.

**Parents**

The parent should work hand in hand with the school to ensure the educational success of their child through support of school policies and regularly communicating with school personnel. Parents should ensure student attendance, provide proper clothing (uniforms) and nourishment.

∨ **Transportation Policy** ∨

District bus transportation is provided for distances greater than one mile, unique safety situations, students with special transportation needs, field trips and interscholastic sports. Students are expected to behave properly on the bus and at bus stops as outlined in the Student/Parent Handbook.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/5/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 5/30/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/25/02              1/10/03              3/28/03              5/30/03

**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 - Yes

<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 with Internet Access
- W Library
- W Multi-Purpose/Science Lab

**Extracurricular Activities**

- W Student Council
- W Drug Prevention (DARE)
- W Quality Time After School Program
- W Afterschool Tutoring
- W Science Club
- W Instrumental and String Music Program
- W Breakfast Club
- W Chorus

**School/Community Resources**

- W Clothing/Food Banks
- W Lunch Program
- W Crisis Intervention
- W Dental Health Screening
- W Breakfast Program
- W School-based Health Services
- W Prenatal/Parenting Assistance
- W Lions Club Vision Assistance

## ∨ 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 Success For All Program schoolwide implementation.

W Schoolwide Title I implementation.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	26.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.6 %	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
NDS	

## ∨ 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>59</b>	<b>505</b>	<b>15%</b>	<b>25%</b>	<b>46%</b>	<b>14%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>57</b>	<b>525</b>	<b>16%</b>	<b>19%</b>	<b>56%</b>	<b>9%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>56</b>	<b>494</b>	<b>18%</b>	<b>38%</b>	<b>38%</b>	<b>7%</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>81</b>	<b>493</b>	<b>40%</b>	<b>27%</b>	<b>32%</b>	<b>1%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>81</b>	<b>482</b>	<b>26%</b>	<b>32%</b>	<b>38%</b>	<b>4%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>81</b>	<b>468</b>	<b>22%</b>	<b>54%</b>	<b>12%</b>	<b>11%</b>
	State	61760	494	14%	40%	12%	34%

<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	--	--	--	--	--	--	--	--	--	36	40	60	--	--	--
2	Reading	--	--	--	100	46	50	81	33	52	50	46	53	34	35	57
	Language	--	--	--	100	31	40	87	29	43	53	40	44	42	35	48
	Mathematics	--	--	--	100	59	51	87	44	55	66	50	57	40	43	61
3	Reading	100	25	47	100	26	47	92	36	48	49	31	50	57	22	50
	Language	100	35	49	100	30	51	98	39	54	53	35	56	64	19	57
	Mathematics	100	28	46	100	30	49	98	36	52	53	31	54	63	23	56
4	Reading	100	34	53	100	34	54	95	34	54	56	34	55	63	28	55
	Language	100	33	47	100	43	49	100	39	48	57	35	50	66	30	50
	Mathematics	100	30	51	100	47	54	100	39	55	57	34	57	63	28	58
5	Reading	100	34	51	100	27	51	89	34	51	66	32	51	70	33	53
	Language	100	33	42	100	25	44	100	37	45	71	31	45	70	32	47
	Mathematics	100	39	51	100	33	54	99	46	55	71	41	57	71	43	59
6	Reading	100	28	53	100	29	54	79	29	53	81	42	54	73	34	56
	Language	100	21	41	100	27	44	80	23	44	85	34	45	76	19	47
	Mathematics	100	34	57	100	37	59	84	34	60	85	52	63	75	33	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 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>47</b>	<b>36</b>
<b>Grades 3-4</b>	<b>75</b>	<b>63</b>
<b>Grades 4-5</b>	<b>79</b>	<b>73</b>
<b>Grades 5-6</b>	<b>70</b>	<b>53</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</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**

In order to ensure that the students and staff are provided with a safe and orderly climate, all members of the Downs' community are made aware of our School Discipline Plan and district discipline expectations. Students are also instructed in conflict resolution strategies throughout the year. Also, as part of the Downs' plan, a Safety Committee meets monthly to review all aspects of the school facility and all safety issues. Safety drills are conducted monthly.

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 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	\$3,380	\$1,928,191
Classroom Supplies	\$55	\$31,247
Administration	\$485	\$276,939
Support Services-Students	\$242	\$137,913
Other Support Services and Operations	\$551	\$314,518
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,713</b>	<b>\$2,688,808</b>

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.

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.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Katy Silva	(623) 691-4200	
<b>Transportation Policy</b>	Henry Meza	(623) 691-4000	4063
<b>Community Resources</b>	Meri Simmons	(623) 691-4000	4003
<b>School Nutrition Programs</b>	Judy Sawyer	(623) 691-4000	4045
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Linda Singleton	(623) 691-4200	4215

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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