

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Heatherbrae Elementary School

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

Cartwright Elementary District
7070 W. Heatherbrae Drive, Phoenix, AZ 85033-2699

Principal: Mrs. Eva Stevens
Schedule: 7:30 AM to 4:30 PM
Web Address: www.heatherbrae.org
E-mail: Unpublished or Unavailable

Grades: K-6
2002 Enrollment: 1013
Phone: (623) 691-5200
Fax: (623) 691-5220

∨ School Overview ∨

Mission

The mission of Heatherbrae Elementary School is to teach strategies and skills inspiring students to meet or exceed academic and behavioral standards in a safe and supportive environment.

Organization and Philosophy

- w Block Scheduling
- w Parental Involvement
- w Self-contained Classrooms
- w Traditional

School/Academic Goals

- w To teach the strategies and skills, necessary for each student to meet and exceed grade-level academic standards.
- w To provide support designed to bridge the academic gap for students in the lowest 20% of the first and second grades.
- w To provide opportunities for all students to interact with text at their instructional level and write daily.
- w To help English immersion students transition to English within a one-year period.

Instructional Programs

- w Literacy and Mathematics Focus
- w Reading Recovery
- w TERC Investigations
- w Connected Mathematics Program
- w ESL Teaching Strategies
- w On-site Special Education
- w Fine Arts
- w Physical Education

Enrollment

October 1, 2001 School Year Student Enrollment:	987
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	25

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

Council Duties

- w Schoolwide Planning
- w Advisory/Communication
- w School Improvement
- w Strategic Plan

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	2.00	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	8	1	0	0
4 to 6 years	6	3	0	0
7 to 9 years	12	1	0	0
10 or more years	3	12	1	0

∨ **Shared Responsibilities** ∨

School

Heatherbrae School provides a safe learning environment that fosters responsibility and respect for all stakeholders. Many opportunities are provided for parents to become involved in the educational process. Staff communicate with parents using agendas, Student/Parent Handbook, school web site, school newsletters, quarterly progress reports, parent-teacher conferences and other appropriate means.

Parents

Parents participate by attending open house, parent-teacher conferences, family focus sessions, joining the Parent Teacher Organization (PTO), helping with homework, reinforcing school rules, monitoring academic progress and supplying current emergency information. It is the responsibility of parents to ensure that the student is at school on time each day. Parents are required to inform the office of all student absences prior to 9:00 A.M. on the day of the absence.

∨ **Transportation Policy** ∨

Regular school bus transportation to and from Heatherbrae School is provided for special education students who have an individual educational plan that requires transportation and for K-3 students living north of the Grand Canal. All students are expected to follow the bus rules.

∨ 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 Extended Schedule

Report Card Release Dates

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

Additional Calendar/Report Card Information

The 2002-03 school year started August 5, 2002. There are two-week intersessions, October 7-18, 2002 and March 11-22, 2003. Intervention classes will be held from 8:00 A.M. until 12:00 A.M. on Monday through Friday during the first week of both intersessions. Lunch prices will be the same as they are on a regular school day.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ 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 Library: AR Reading, Library Skills	W LightSpan Labs
W Book Room	

Extracurricular Activities

W Intersession Classes	W Student Council
W Band/Strings	W Chorus
W DARE	W GREAT

School/Community Resources

W Breakfast and lunch programs	W Adult ESL classes
W Clothing/Food Bank	W Parenting support
W Crisis intervention	W School nurse
W Parent Teacher Organization	W Lightspan after school/HNA

∨ 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 The Heatherbrae PTO was formed and parent involvement increased by more than 20%. Morning Family Focus Sessions provided parents the opportunity to become familiar with the curriculum and explore ways to assist children at home.
- w After School Program: Teachers and students worked together in after school reading/writing and math rooms. This program provided enrichment opportunities and allowed students to work on needed skills.
- w Parents were able to attend two ten week sessions of English as a Second language (ESL) classes. More than forty parents attended.
- w The Schoolwide School Improvement Plan was completed with collaboration and input from all stakeholders. Implementation will begin during the 2002-03 school year.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	26.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	5.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.0 %	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
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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	109	508	18%	28%	39%	16%
	School State	58840	524	9%	17%	45%	29%
Writing	School	106	518	23%	20%	45%	12%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	110	494	19%	40%	28%	13%
	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

Reading	School	87	497	29%	25%	37%	9%
	State	61305	505	21%	20%	43%	15%
Writing	School	85	496	25%	32%	31%	13%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	89	489	16%	42%	12%	30%
	State	61760	494	14%	40%	12%	34%

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	--	--	--	--	--	--	--	--	--	56	47	60	--	--	--
2	Reading	--	--	--	100	38	50	83	38	52	47	45	53	49	54	57
	Language	--	--	--	100	28	40	98	28	43	52	36	44	53	46	48
	Mathematics	--	--	--	100	37	51	97	41	55	53	44	57	56	55	61
3	Reading	100	30	47	100	37	47	87	30	48	65	41	50	62	33	50
	Language	100	37	49	100	43	51	93	44	54	68	56	56	63	43	57
	Mathematics	100	32	46	100	43	49	95	36	52	71	51	54	68	46	56
4	Reading	99	49	53	100	43	54	91	33	54	62	42	55	73	50	55
	Language	100	41	47	100	39	49	90	42	48	62	42	50	77	45	50
	Mathematics	100	45	51	100	41	54	90	39	55	64	45	57	78	57	58
5	Reading	100	33	51	100	34	51	91	26	51	63	30	51	77	40	53
	Language	100	29	42	100	29	44	93	33	45	64	33	45	75	38	47
	Mathematics	100	34	51	100	32	54	92	30	55	65	39	57	77	68	59
6	Reading	100	48	53	100	40	54	92	36	53	69	41	54	65	44	56
	Language	100	34	41	100	33	44	90	31	44	71	32	45	66	39	47
	Mathematics	100	48	57	100	38	59	85	35	60	69	48	63	67	55	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 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	52	67
Grades 3-4	81	78
Grades 4-5	72	91
Grades 5-6	85	86
Grades 6-7	***	***

*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

Heatherbrae has a uniform student dress code, navy bottoms and white or light gray tops. All teachers are trained in effective classroom management. Teachers support a schoolwide discipline plan designed to help students choose appropriate behavior inside and outside the classroom. Character education is taught during the school day. Team building opportunities are provided. The staff is proactive in maintaining a safe environment.

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 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	\$2,555	\$2,733,768
Classroom Supplies	\$26	\$27,932
Administration	\$295	\$315,800
Support Services-Students	\$172	\$183,610
Other Support Services and Operations	\$385	\$411,471
Total Expenditures- All Categories 2000-2001	\$3,433	\$3,672,581

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	Eva Stevens	(623) 691-5200	
Transportation Policy	Henry Meza	(623) 691-4093	
Community Resources	Office	(623) 691-5215	
School Nutrition Programs	Maria Munoz	(623) 691-5230	
Parent Organization	Parent Teacher Organization (PTO)	(623) 691-5200	
Student Health/Nurse	Office	(623) 691-5215	

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."