

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Palm Lane Elementary School

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

Cartwright Elementary District
2043 N. 64th Drive, Phoenix, AZ 85035-3499

Principal: Mr. Richard O. Mauran

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: palmmauran@mail.cartwright.k12.az.us

Grades: K-6

2002 Enrollment: 943

Phone: (623) 691-5500

Fax: (623) 691-5520

∨ School Overview ∨

Mission

The mission of Palm Lane Elementary School, in cooperation with parents, community and business, is to provide a safe and caring learning environment so that all students may realize their full academic and social potential. Toward this end, we have implemented a 'schoolwide' Title I plan emphasizing technology and staff development, and require student uniforms to promote safety and promote status based on achievement and quality of character.

Organization and Philosophy

- w Self-contained Classrooms
- w Traditional
- w Technology
- w Uniforms

School/Academic Goals

- w To provide students a solid academic foundation emphasizing reading, writing and mathematics.
- w To advance learning in all curriculum areas through the acquisition and application of technology.
- w To address the varied learning needs of English language learner students.
- w To provide each student with curricular and extracurricular opportunities to acquire knowledge and ability in the fine arts.

Instructional Programs

- w On-site Special Education
- w English Language Learners
- w Tutoring
- w Software-assisted Learning
- w ZooPhonics

Enrollment

October 1, 2001 School Year Student Enrollment:	908
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	13

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

Council Duties

- w Advisory to School Administrative Staff
- w Parent, Community and Staff Input
- w School Safety Issues
- w Budget Review

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	1.00	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	9	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	6	2	0	0
10 or more years	7	19	0	0

∨ **Shared Responsibilities** ∨

School

Communicate to parents our desire for high academic standards, positive school climate and safe environment. Our communication may include, but is not limited to, our student/parent handbook, newsletters, grade reports, deficiency notices, parent-teacher conferences and individually initiated conferences by various school personnel. Communication also flows from site councils, PTA and various school functions.

Parents

The school expects parents to send their children to school, be responsible for providing meal money or applying for free/reduced meals, provide school uniforms and maintain reasonable hygiene standards. We expect parents to value education as a vehicle for their children's future success, and support their learning efforts at home by reading to their children and enabling homework. The parents and the school should work as partners for the benefit of each child's education.

∨ **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: 5 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 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 Multipurpose Stage
- W Networked Classroom Computers
- W Networked Television System
- W Library

Extracurricular Activities

- W Student Council
- W Band/Strings
- W Outdoor Education
- W Intramurals
- W Afterschool Tutoring
- W Afterschool Literature Enrichment

School/Community Resources

- W Brownies
- W Breakfast Program
- W Lunch Program
- W Clothing/Food Banks
- W Visiting Community Health Nurse
- W Visiting Dental

∨ 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 Our composite gain on Stanford 9 in April 2002 was 7% over April 2001, with our 3rd and 6th grade achieving the highest composite scores in Cartwright and second grade ranking 4th. Overall we ranked second among 15 elementary schools in the district.</p> <p>W In January 1998, our community approved mandatory uniforms for the 1998-99 school year and beyond.</p> | <p>W We currently have 250+ networked Macintosh computers on campus, supported by 80 sophisticated software licenses promoting reading and math in two languages. Our library contains an added \$10,000+ of CD software of more limited application.</p> <p>W During the 1997-98 school year, Palm Lane completed the difficult process of becoming a schoolwide Title I school, enabling Title I resources to be used for the benefit of all students.</p> |
|---|--|

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	17.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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	93	521	4%	20%	54%	22%
	School State	58840	524	9%	17%	45%	29%
Writing	School	90	541	4%	10%	72%	13%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	92	522	9%	20%	38%	34%
	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	83	494	31%	37%	24%	7%
	State	61305	505	21%	20%	43%	15%
Writing	School	83	483	24%	37%	35%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	83	485	17%	45%	14%	24%
	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	--	--	--	--	--	--	--	--	--	43	43	60	--	--	--
2	Reading	--	--	--	100	50	50	80	52	52	35	44	53	44	55	57
	Language	--	--	--	100	31	40	86	32	43	38	26	44	47	35	48
	Mathematics	--	--	--	100	42	51	82	46	55	38	36	57	43	56	61
3	Reading	100	30	47	100	37	47	82	32	48	41	46	50	71	46	50
	Language	100	35	49	100	43	51	87	40	54	43	55	56	70	57	57
	Mathematics	100	34	46	100	35	49	82	44	52	43	59	54	70	67	56
4	Reading	100	36	53	100	31	54	85	39	54	47	29	55	63	39	55
	Language	100	36	47	100	29	49	86	37	48	50	28	50	65	40	50
	Mathematics	100	34	51	100	28	54	90	37	55	49	34	57	65	47	58
5	Reading	100	36	51	100	43	51	82	33	51	64	33	51	55	30	53
	Language	100	32	42	100	44	44	84	36	45	62	41	45	55	34	47
	Mathematics	100	41	51	100	59	54	83	59	55	63	63	57	55	54	59
6	Reading	100	35	53	100	36	54	81	50	53	66	40	54	79	44	56
	Language	100	23	41	100	26	44	81	37	44	69	30	45	80	43	47
	Mathematics	100	46	57	100	49	59	83	65	60	69	61	63	75	69	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	86	89
Grades 3-4	65	58
Grades 4-5	79	86
Grades 5-6	86	79
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

We have a school uniform policy in place that promotes both safety (non-students stand out) and orderly learning climate through reduced style competition among students and emphasis that this is a work location. We enforce a no excuses weapons policy, and actively intervene in high absentee situations through our partnership with the City of Phoenix AIMS attendance 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 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	\$2,717	\$3,327,203
Classroom Supplies	\$22	\$26,900
Administration	\$276	\$338,511
Support Services-Students	\$90	\$110,772
Other Support Services and Operations	\$417	\$510,219
Total Expenditures- All Categories 2000-2001	\$3,522	\$4,313,605

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	Richard Maura	(623) 691-5500	
Transportation Policy	Richard Conrad	(623) 691-4000	
Community Resources	Megan Rivas	(623) 691-5500	
School Nutrition Programs	Bonnie Poca	(623) 691-5500	
Parent Organization	Diane Milinkovich	(623) 691-5500	
Student Health/Nurse	Megan Rivas	(623) 691-5500	

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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