

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Quail Run Elementary School

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

Marana Unified District
4600 W. Cortaro Farms Road, Tucson, AZ 85742-8798

Principal: Ms. Pennie A. Harcus

Schedule: 6:30 AM to 3:30 PM

Web Address: www.maranausd.org/QR/index.htm

E-mail: P.A.Harcus@maranausd.org

Grades: K-6

2002 Enrollment: 693

Phone: (520) 579-4700

Fax: (520) 744-3693

∨ School Overview ∨

Mission

Quail Run is a school community encouraging mutual respect, inspiring lifelong learning and developing productive citizens within a nurturing environment. We believe children learn best in a positive, stimulating and cooperative atmosphere. We respect and challenge the unique talents, strengths and interests of our students. We provide opportunities for development of critical thinking, self-direction and leadership abilities. We believe in a total commitment to personal excellence.

Organization and Philosophy

- w Multiage and Looping Classrooms
- w Thematic Instruction
- w Buddy Classrooms
- w Collaborative Teaching

Instructional Programs

- w Gifted Education
- w Remedial Reading
- w On-site Special Education
- w Speech/Language Services
- w Counseling Services
- w Sheltered English Immersion
- w Indian Education
- w Preschool Packets

School/Academic Goals

- w Improve student use of oral and written language by implementing specific language strategies in each classroom. Provide in-service training to staff members on language development and processing, as well as ongoing time for discussion and sharing.
- w Improve student achievement in reading through implementation of research-based reading practices. Balanced literacy in the primary grades and strategies such as Reading Apprenticeship in intermediate grades will address reading and thinking skills.
- w Engage students in discussion about their mathematical thinking and problem solving strategies. Teacher in-services will enable teachers to develop mathematical language and thinking skills with their students. Textbook adoption this year.
- w Improve social studies curriculum by updating textbooks/materials. New books and/or materials will better prepare students to master the Arizona Academic Standards in social studies. Teacher in-services will assist in implementation of new materials.

Enrollment

October 1, 2001 School Year Student Enrollment:	691
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	134

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)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Student Respect/Discipline/Safety
- w School Improvement
- w Instructional Strategies
- w Parent/Educator Relations
- w Budget/Alternative Funding Issues
- w Parent and Staff Training

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	36.20
Other Professional Staff	4.40	Teacher Aide	8.80

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	0	0	0
10 or more years	12	17	1	0

∨ **Shared Responsibilities** ∨

School

The school will provide a safe, secure and nurturing environment for students. High academic and behavioral expectations will be maintained, with instruction correlated to the Arizona Academic Standards and district curriculum. Services will be provided to meet the varied needs, interests and abilities of students. The school will maintain regular communication with parents, reporting progress and recognizing students for effort and achievement. Student privacy will be respected and maintained.

Parents

Parents are expected to oversee the physical care and well-being of students. They should ensure regular attendance and be involved in their child's education to the greatest extent possible. Parents should maintain close communication with the school, attending scheduled conferences and events and supporting homework practices. Parents should reinforce the classroom and school policies and procedures, discussing any areas of concern with appropriate personnel.

∨ **Transportation Policy** ∨

The safe transportation of school children is a vital concern to parents, school officials, district employees, the public and the students themselves. The Marana Unified School District Transportation Department is dedicated to the selection, training, supervision and retention of professional staff members committed to the operation of a modern, efficient and safe transportation system. The district provides bus transportation to students not within walking distance of the school.

∨ 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 A section of desert land has been developed as an Environmental Exploration Habitat through a grant from the Arizona State Land Department. It was designed by staff members, students, and parents with assistance from the U of AZ Geography Department.</p> | <p>W Success-Maker software was implemented and made available to all students through the computer lab. Computer-Assisted Instruction was used to diagnose and prescribe practice on specific academic skills, related to the Arizona Academic Standards.</p> |
| <p>W Quail Run was a site for the University of Arizona's Methods Immersion Program for prospective teachers. The partnership allowed university students to work in classrooms, assisting teachers/students as they developed expertise in teaching skills.</p> | <p>W A new science curriculum correlated to the Arizona Academic Standards was implemented, with a focus on scientific processes and investigation. New textbooks/materials assisted teachers in better preparing students to meet science standards.</p> |

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	13.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.4 %	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
National Blue Ribbon School of Excellence	2001
Arizona A+ Elementary School	1999
MUSD Heroes in Education (5)	2001
Presidential Award for Ed. Excellence (28)	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	68	557	3%	7%	28%	62%
	School State	58840	524	9%	17%	45%	29%
Writing	School	67	596	3%	1%	43%	52%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	68	571	1%	10%	18%	71%
	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	89	513	18%	17%	40%	25%
	State	61305	505	21%	20%	43%	15%
Writing	School	88	515	15%	24%	41%	20%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	90	511	11%	28%	9%	52%
	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	--	--	--	--	--	--	--	--	--	89	76	60	--	--	--
2	Reading	--	--	--	100	67	50	100	73	52	76	65	53	97	71	57
	Language	--	--	--	100	56	40	100	71	43	99	57	44	100	63	48
	Mathematics	--	--	--	100	61	51	100	78	55	96	73	57	100	75	61
3	Reading	100	61	47	100	61	47	97	63	48	96	73	50	100	69	50
	Language	100	54	49	99	64	51	97	74	54	95	81	56	100	78	57
	Mathematics	100	49	46	99	67	49	97	70	52	95	83	54	100	82	56
4	Reading	100	71	53	98	66	54	100	66	54	95	68	55	94	73	55
	Language	100	63	47	98	57	49	100	59	48	95	59	50	94	68	50
	Mathematics	100	68	51	98	62	54	100	64	55	95	70	57	94	77	58
5	Reading	97	63	51	100	71	51	98	70	51	83	71	51	94	64	53
	Language	99	49	42	100	70	44	98	59	45	86	60	45	94	51	47
	Mathematics	99	52	51	100	79	54	98	70	55	86	73	57	94	63	59
6	Reading	99	73	53	91	64	54	100	67	53	98	71	54	95	67	56
	Language	100	65	41	93	55	44	100	61	44	99	57	45	96	58	47
	Mathematics	100	79	57	93	74	59	100	79	60	99	77	63	96	80	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	76	87
Grades 3-4	75	69
Grades 4-5	59	73
Grades 5-6	72	84
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

Quail Run is a PeaceBuilders school, promoting a warm and nurturing climate for all. Our sixth graders are trained as Young Leaders and serve as role models. All teachers prepare and follow a Classroom Discipline Plan, intended to ensure an orderly climate for learning. A strong district Discipline Policy is in effect. Our campus is locked during the day, and all staff members and visitors are required to wear identifying badges. Students are not released except to an authorized adult.

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 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	\$2,577	\$1,611,155
Classroom Supplies	\$19	\$12,110
Administration	\$379	\$237,157
Support Services-Students	\$242	\$151,041
Other Support Services and Operations	\$779	\$487,085
Total Expenditures- All Categories 2000-2001	\$3,996	\$2,498,548

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	Pennie Harcus	(520) 579-4700	
Transportation Policy	Bob Thomas	(520) 682-4789	
Community Resources	Linda Bell	(520) 579-4700	
School Nutrition Programs	James Rhete	(520) 682-4737	
Parent Organization	Lisa Costilow	(520) 579-4700	
Student Health/Nurse	Joan Ramirez	(520) 579-4700	

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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