

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Homer Davis Elementary School

Flowing Wells Unified District  
4250 N. Romero Road, Tucson, AZ 85705-2398

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

**Principal: Mr. Brett Karl Bonner**

**Schedule: 7:30 AM to 4:00 PM**

**Web Address: Unpublished or Unavailable**

**E-mail: [bonnerb@flowingwells.k12.az.us](mailto:bonnerb@flowingwells.k12.az.us)**

**Grades: K-6**

**2002 Enrollment: 491**

**Phone: (520) 690-2341**

**Fax: (520) 690-5614**

## ∨ School Overview ∨

### Mission

The mission of Homer Davis Elementary School is to provide a caring atmosphere with opportunities for each child to grow academically and in relationship with each other and the world.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Team Teaching
- w Back-to-Basics

### School/Academic Goals

- w Demonstrate effective reading comprehension skills, and enjoy and critically analyze quality literature.
- w Demonstrate effective mathematics basic skills and problem-solving strategies.
- w Demonstrate effective oral and written communications skills.
- w Learn to be responsible and contributing citizens of the 21st Century.

### Instructional Programs

- w At-risk Preschool
- w ESL
- w Gifted
- w On-site Special Education
- w Special Education Preschool
- w Music, Vocal and Instrumental
- w Computer Reading Labs
- w Title I Reading Programs

### Enrollment

October 1, 2001 School Year Student Enrollment:	458
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	43

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

**Council Duties**

- w Instructional Strategies
- w Curriculum Development
- w Textbook Selection
- w School Safety Issues
- w Student Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	5.00	Teacher Aide	17.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Parents are provided extensive resources from the school, including handbooks, parenting resources, parent pledges, access to Parent/Teacher Telephone Hotline, and regular progress reports and conferences. The school maintains a safe environment through enforcement of zero-tolerance of weapons, drugs and violence. The school has established high academic standards that are communicated through stated curricular expectations.

**Parents**

Parents are expected to send their students to school and to notify the school in the event of absences. Additionally, parents are asked to fulfill commitments as articulated in the School/Parent Pledge. Parents are encouraged to volunteer and to participate in school functions. Also, parents are expected to assist their children with homework assignments and to attend parent conferences and school events.

∨ **Transportation Policy** ∨

The Flowing Wells District Governing Board has developed a comprehensive transportation plan which serves all students within our district based upon their needs and location in relation to their schools. This policy takes heavily traveled roadways and special circumstances into consideration.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/14/02
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/23/02	1/8/03	3/13/03	5/22/03
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### Additional Calendar/Report Card Information

Parents are encouraged to volunteer and participate in school functions. A Parent Volunteer Coordinator is on staff.

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### ∨ Resources Available at School Site ∨

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#### 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.

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#### Special Facilities

W Computer Reading Lab	W Multipurpose Room/Athletic Facility
W Music, Vocal and Instrumental	W On-site Day Care, 7 A.M.-6 P.M.

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#### Extracurricular Activities

W Afterschool Sports	W Afterschool Spanish Club
W Afterschool Homework Helpers	W Afterschool Cross Country
W Choral/Drama Performance Group	

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#### School/Community Resources

W Day Care	W Afterschool Sports Program
W Breakfast Program	W Lunch Program
W Clothing/Food Banks	W Counseling Services
W Crisis Intervention	W Community Classes

## ∨ 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 North Central Association accreditation.                      W 1999 U.S. Department of Education national Blue Ribbon Award.
- W State-of-the-art computer lab assists in the delivery of K-6 Technology Curriculum.                      W 1984 and 1998 A+ State Recognition Award.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	25.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.7 %	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>	0.4 %	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
Arizona A+ Top Ten Award	1984
PeaceBuilder School	1996
Arizona A+ State Award	1998
US Department of Education Blue Ribbon Award	1999

## ∨ 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>60</b>	<b>520</b>	<b>5%</b>	<b>17%</b>	<b>60%</b>	<b>18%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>57</b>	<b>531</b>	<b>7%</b>	<b>12%</b>	<b>72%</b>	<b>9%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>61</b>	<b>513</b>	<b>7%</b>	<b>30%</b>	<b>46%</b>	<b>18%</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>33</b>	<b>513</b>	<b>12%</b>	<b>21%</b>	<b>52%</b>	<b>15%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>33</b>	<b>519</b>	<b>6%</b>	<b>33%</b>	<b>42%</b>	<b>18%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>33</b>	<b>513</b>	<b>6%</b>	<b>27%</b>	<b>18%</b>	<b>48%</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	--	--	--	--	--	--	--	--	--	93	63	60	--	--	--
2	Reading	--	--	--	100	52	50	100	54	52	89	49	53	85	68	57
	Language	--	--	--	100	42	40	100	52	43	96	44	44	81	56	48
	Mathematics	--	--	--	100	54	51	100	57	55	93	59	57	82	71	61
3	Reading	90	46	47	100	53	47	83	55	48	84	45	50	79	50	50
	Language	90	54	49	100	61	51	81	64	54	87	54	56	81	57	57
	Mathematics	89	58	46	100	57	49	83	52	52	87	45	54	79	59	56
4	Reading	88	50	53	100	47	54	85	50	54	68	59	55	80	57	55
	Language	88	48	47	100	48	49	85	51	48	68	57	50	80	53	50
	Mathematics	88	55	51	100	66	54	85	67	55	70	71	57	80	76	58
5	Reading	87	60	51	100	57	51	85	55	51	83	47	51	68	56	53
	Language	90	49	42	100	54	44	86	50	45	83	48	45	70	48	47
	Mathematics	90	59	51	100	71	54	86	62	55	83	61	57	70	72	59
6	Reading	82	61	53	100	57	54	85	64	53	81	61	54	94	54	56
	Language	87	47	41	100	45	44	85	56	44	82	59	45	91	50	47
	Mathematics	84	67	57	100	67	59	85	79	60	82	75	63	91	72	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>64</b>	<b>57</b>
<b>Grades 3-4</b>	<b>84</b>	<b>98</b>
<b>Grades 4-5</b>	<b>62</b>	<b>63</b>
<b>Grades 5-6</b>	<b>82</b>	<b>88</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**

Homer Davis Elementary School whole-heartedly embraces the PeaceBuilders concepts. All staff work closely with our students to reinforce expectations and use peaceful language and skills that create an environment of respect and responsibility. Students are regularly recognized for their PeaceBuilder skills and life skills. Our staff is caring and highly visible on the playground and cafeteria.

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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,679	\$1,379,619
Classroom Supplies	\$44	\$22,740
Administration	\$401	\$206,564
Support Services-Students	\$313	\$161,136
Other Support Services and Operations	\$784	\$403,871
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,221</b>	<b>\$2,173,930</b>

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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Brett Bonner	(520) 690-2341	
<b>Transportation Policy</b>	David Krogstad	(520) 690-2221	
<b>Community Resources</b>	Brett Bonner	(520) 690-2341	
<b>School Nutrition Programs</b>	Alma Ramirez	(520) 690-2346	
<b>Parent Organization</b>	Alice Fernandez	(520) 690-2341	
<b>Student Health/Nurse</b>	Vonda Dennett	(520) 690-2324	

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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