

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Robert Richardson Elementary School

Flowing Wells Unified District
6901 N. Camino de la Tierra, Tucson, AZ 85741

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

Principal: Mr. Lyle Dunbar

Schedule: 7:30 AM to 4:00 PM

Web Address: www.flowingwells.k12.az.us

E-mail: dunbarl@flowingwells.k12.az.us

Grades: K-6

2002 Enrollment: 447

Phone: (520) 690-2371

Fax: (520) 690-5617

∨ School Overview ∨

Mission

We care, we share, we dare to dream and work to achieve. Furthermore, we strive for personal and organizational integrity; commit to doing what is best for our students; give support to each other. We believe that every individual is valuable and possesses tremendous potential for achievement. We expect high behavioral and academic performance from students and have faith in our ability to shape the future through excellent academic instruction and the teaching of life skills.

Organization and Philosophy

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

Instructional Programs

- w Alternative Education
- w At-risk Preschool
- w SEI - Special English Immersion
- w Gifted
- w On-site Special Education
- w Special Education Preschool
- w Music (Vocal and Instrumental)
- w Computer Reading Labs

School/Academic Goals

- w Demonstrate effective reading comprehension skills and enjoy and critically analyze quality literature. Ensure our students receive reading instruction which is congruent with the Arizona Academic Standards for reading.
- w Demonstrate effective mathematics basic skills and problem-solving strategies. Ensure our students receive meaningful math instruction which is congruent with the Arizona Academic Standards for math.
- w Demonstrate effective oral and written communication skills. Ensure our students receive instruction which is congruent with the AZ Academic Standards for writing. Writing instruction seeks to increase the students' fluency and technical proficiency.
- w Learn to be responsible and contributing citizens of the 21st Century. Instill life skills which contribute to personal success and happiness.

Enrollment

October 1, 2001 School Year Student Enrollment:	478
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	125

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)
- 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
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	1.20	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	5	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	1	0	0
10 or more years	8	10	0	0

∨ **Shared Responsibilities** ∨

School

Parents are provided extensive resources from the school, including a monthly informational newsletter, handbooks, student directory, parenting resources, parent pledges, 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 dressed appropriately 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 Governing Board of Flowing Wells District has developed a comprehensive transportation plan that services all students within the district based upon need and location relative to the school. The policy takes into consideration heavily traveled roadways and special circumstances. Safe transportation of our students is a top priority of ours.

∨ Calendar Information ∨

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

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	12/20/02	3/13/03	5/22/03
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Additional Calendar/Report Card Information

A weekly envelope is sent home to all families which contains all correspondence from the school. On this envelope is printed a calendar of events for the entire quarter. A monthly newsletter is sent home which also lists calendar events. Two parent/teacher conferences are scheduled each year. Other conferences are scheduled with parents as needed.

∨ 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 Computer Labs	W Multipurpose Room--Athletic Facility
W Music (Vocal and Instrumental)	W On-site Day Care (7 A.M. - 6 P.M.)

Extracurricular Activities

W Afterschool Basketball	W Afterschool Volleyball
W Before School Choir	W Afterschool Football
W After School Cross Country	W Homework Helpers
W Orchestra	W Intramural Sports

School/Community Resources

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

∨ 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 Richardson is accredited by the North Central Association. Currently, Richardson is working on creating a closer alignment of the Arizona Academic Standards with our core curriculum and developing strategies that instill responsible behaviors.</p> <p>W Richardson has developed and daily implements a Building Blocks of Character program, in which students are rewarded daily for demonstrating positive Life Skills.</p> | <p>W A state-of-the-art computer lab aids in the delivery of a K-6 technology curriculum. Our goal is to teach students to operate PC Windows environment programs such as Word, Powerpoint, Encarta, multimedia programs and the Internet.</p> <p>W Richardson has an active and enthusiastic student council. Students are included in the decision making at our school. Meaningful job opportunities are available such as video crew, safety patrol, cafeteria servers, etc.</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	14.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.9 %	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 Excellence Blue Ribbon Award	1988
Arizona A+ School Top Ten Award	1988
Arizona Literacy Site	1992
Arizona Top 10 Teacher of the Year	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	63	535	0%	10%	54%	37%
	School State	58840	524	9%	17%	45%	29%
Writing	School	61	559	2%	7%	69%	23%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	59	530	0%	20%	46%	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	65	512	9%	9%	62%	20%
	State	61305	505	21%	20%	43%	15%
Writing	School	59	544	5%	15%	59%	20%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	65	521	2%	35%	12%	51%
	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	--	--	--	--	--	--	--	--	--	88	73	60	--	--	--
2	Reading	--	--	--	100	59	50	100	58	52	100	67	53	87	62	57
	Language	--	--	--	100	56	40	100	57	43	100	67	44	87	51	48
	Mathematics	--	--	--	100	60	51	100	69	55	100	69	57	90	77	61
3	Reading	88	55	47	100	53	47	96	61	48	98	55	50	92	69	50
	Language	88	59	49	100	59	51	99	63	54	98	61	56	89	67	57
	Mathematics	87	55	46	100	54	49	90	56	52	96	61	54	91	69	56
4	Reading	92	70	53	100	73	54	88	63	54	85	72	55	90	69	55
	Language	92	66	47	100	68	49	98	55	48	82	67	50	88	61	50
	Mathematics	90	73	51	100	71	54	100	71	55	85	69	57	93	67	58
5	Reading	87	66	51	100	63	51	90	67	51	86	60	51	87	66	53
	Language	87	64	42	100	56	44	79	57	45	83	53	45	84	61	47
	Mathematics	86	72	51	100	75	54	89	72	55	89	65	57	87	75	59
6	Reading	96	75	53	100	73	54	86	70	53	93	70	54	91	66	56
	Language	98	62	41	100	64	44	90	63	44	88	56	45	88	59	47
	Mathematics	98	80	57	100	82	59	92	77	60	99	74	63	93	77	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	64	59
Grades 3-4	90	93
Grades 4-5	63	75
Grades 5-6	84	90
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

Richardson Elementary School participates in a district-wide Building Blocks of Character program. Through this program, students are encouraged to practice the lifeskills of Integrity, Initiative, Flexibility, Perseverance, Organization, Sense of Humor, Effort, Common Sense, Problem Solving, Responsibility, Patience, Friendship, Curiosity, Cooperation, and Caring. A lifeskill is emphasized every school day and teachers incorporate that lifeskill into their daily activities.

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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,988	\$1,388,899
Classroom Supplies	\$46	\$21,436
Administration	\$421	\$195,741
Support Services-Students	\$294	\$136,507
Other Support Services and Operations	\$806	\$374,481
Total Expenditures- All Categories 2000-2001	\$4,555	\$2,117,064

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	Lyle E. Dunbar	(520) 690-2371	
Transportation Policy	David Krogstad	(520) 690-2221	
Community Resources	Lyle E. Dunbar	(520) 690-2371	
School Nutrition Programs	James Tanner	(520) 690-2241	
Parent Organization	Debbie Sloan	(520) 690-2371	
Student Health/Nurse	Nellie Pintor	(520) 690-2374	

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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