

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

E.C. Nash School

Amphitheater Unified District
515 W. Kelso, Tucson, AZ 85705-4237

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

Principal: Mrs. Alice E. Farley

Schedule: 7:30 AM to 3:30 PM

Web Address: www.amphi.com/~nash/

E-mail: afarley@amphi.com

Grades: K-5

2002 Enrollment: 600

Phone: (520) 696-6440

Fax: (520) 696-6490

∨ School Overview ∨

Mission

It is the mission of E.C. Nash Elementary that we will improve student academic achievement through a partnership with staff, parents, and students. We will create a positive learning environment that ensures the best standards-driven education for all our children while expecting the best academic performance and social skills from them. We commit to this goal: Each student will attain or exceed the National Mean in established standardized tests in all subject areas.

Organization and Philosophy

- w We Believe That All Children Can Learn
- w Individual Instruction is Maximized
- w Schoolwide TRIBES Philosophy
- w Teaching Teams Plan, Teach, and Assess

Instructional Programs

- w Full-day Kindergarten
- w Traditional Classrooms and Curriculum
- w Art, Music, PE, Library, Computer Labs
- w Success For All Reading Program
- w Intercession and Summer School
- w REACH Gifted Program
- w Saxon Math
- w Dual Language Classes K-5

School/Academic Goals

- w Nash will increase percentage of students reading on grade level. Teams will focus on strategies to address needs. Students are targeted for intervention during the school day, intercessions and afterschool programs. SEI strategies used schoolwide.
- w Nash will increase the % of students mastering math concepts. Saxon Math program will be implemented K-5. Teams are focused on effective math strategies. Students will receive interventions during the school day, after school and during intercession.
- w Nash needs all students to master the Six Traits of Writing at their grade. The staff will focus on integrating writing into the content areas through units. Staff development and grade-level teams focus on effective practices to meet this goal.
- w We need to decrease absenteeism and tardiness. The staff will follow a systematic approach using positive rewards and strict consequences. Schoolwide community building using Tribes will foster positive learning environment.

Enrollment

October 1, 2001 School Year Student Enrollment:	570
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	1

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)
- 3 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w School Budget and Operation
- w Parent Involvement
- w Curriculum
- w Parent/Teacher/Community Relations
- w School Safety
- w Emerging Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	1.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Nash Elementary will form a community with our families based upon a community TRIBES agreement to support student learning. Parents will have a voice in our school through the Site Council and PTO. We will clearly communicate our expectations through meetings, newsletters and personal contact. This school will take every opportunity to rejoice and celebrate the many cultures which form our community.

Parents

We ask parents to reinforce at home the concepts and values taught at school. We expect parents to provide a place for the child to study and to see that all homework is done. They are also asked to ensure their children attend school every day and to be on time. Parents will do their best to see that student's basic needs are met. Finally, they are expected to instill in their children the value of education and hold high expectations for their behavior and academic achievement.

∨ **Transportation Policy** ∨

Bus transportation is provided for students living more than one mile from the school. The safety of the children is paramount. Separate transportation is provided for students receiving special education services.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/1/02
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/29/03

Operates on Extended Schedule

Report Card Release Dates

10/4/02	12/19/02	3/7/03	5/29/03
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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 - Yes

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 Mac Computer Lab	W TLC Computer Lab
W Family Literacy Center	W Library

Extracurricular Activities

W City Afterschool Program (KidCo)	W ACHIEVE Afterschool Program
W Band and Orchestra	W Milers Club
W Breakfast Video Club	W Student Council
W Intersession ACHIEVE Program	W Lunchtime Tutoring

School/Community Resources

W Afterschool Volunteer Tutoring	W Counseling Services
W Adult Education	W Literacy Classes
W Dental Screening	W Recreational Activities
W Lawyers for Literacy	W Operation School Bell

∨ 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 School Uniforms were adopted by Nash for this school year. Students wear blue, beige and white colors. This initiative was developed by the Site Council in response to parent requests.</p> | <p>W TRIBES Program reinstated to develop a sense of community in the classrooms, school, and the community. Monthly staff development to train the faculty. Full implementation this year by all classes. Grade level Tribes in operation as well.</p> |
| <p>W Reading is the schoolwide focus this year. K-3 teachers are implementing Rime and Reason strategies and 4-5 working in Differentiated Instruction. Staff development focused on this area.</p> | <p>W Parent Involvement gets a boost with Raising Reader, Common Sense Parenting, English and Computer Classes for parents. We are working to create a Nash Parent University.</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	20.7 %	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	13.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.9 %	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
Big Sister of the Year for Tucson and Arizona	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	66	512	11%	21%	52%	17%
	School State	58840	524	9%	17%	45%	29%
Writing	School	65	519	12%	20%	63%	5%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	65	512	6%	43%	22%	29%
	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	68	500	16%	28%	46%	10%
	State	61305	505	21%	20%	43%	15%
Writing	School	66	504	15%	33%	44%	8%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	68	487	13%	50%	13%	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	--	--	--	--	--	--	--	--	--	59	41	60	--	--	--
2	Reading	--	--	--	100	33	50	75	49	52	61	31	53	100	21	57
	Language	--	--	--	100	29	40	87	39	43	72	15	44	98	13	48
	Mathematics	--	--	--	100	40	51	80	55	55	67	24	57	99	27	61
3	Reading	71	35	47	100	38	47	54	32	48	54	34	50	76	29	50
	Language	71	42	49	100	42	51	55	36	54	59	40	56	77	32	57
	Mathematics	71	48	46	100	39	49	59	28	52	67	38	54	77	39	56
4	Reading	69	43	53	100	41	54	60	45	54	59	39	55	55	31	55
	Language	69	44	47	100	45	49	59	43	48	58	35	50	57	31	50
	Mathematics	69	53	51	100	47	54	61	45	55	57	47	57	57	39	58
5	Reading	88	39	51	100	40	51	75	43	51	88	25	51	60	41	53
	Language	88	37	42	100	39	44	77	42	45	88	21	45	61	36	47
	Mathematics	89	37	51	100	50	54	78	59	55	86	30	57	61	57	59

∨ 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	70	74
Grades 3-4	64	77
Grades 4-5	67	79
Grades 5-6	***	***

*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

The district Student Code of Conduct is enforced through a staff-generated/parent-approved Discipline Matrix. Classroom teachers promote community building in their classrooms and the school by using TRIBES agreement and activities. Ed Ford's Responsible Thinking Process implemented schoolwide to teach students responsibility and accountability. Staff supervision increased before and after school.

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).

3

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	\$2,403	\$1,375,571
Classroom Supplies	\$39	\$22,164
Administration	\$372	\$213,121
Support Services-Students	\$160	\$91,730
Other Support Services and Operations	\$670	\$383,457
Total Expenditures- All Categories 2000-2001	\$3,645	\$2,086,043

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	Alice E. Farley	(520) 696-6442	
Transportation Policy	Mark Lappit	(520) 696-3783	
Community Resources	Cynthia Pennington	(520) 696-6449	
School Nutrition Programs	Karen Martin	(520) 696-5134	
Parent Organization	Ana Molina	(520) 696-6440	
Student Health/Nurse	Luann Waldron	(520) 696-6444	

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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