

# ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile<sup>1</sup>:

Alternative School

Pre-K - 2

New School

## Mary E. Dill Primary School

Altar Valley Elementary District  
10451 S. Sasabe Road, Tucson, AZ 85736  
Mailing Address: HCR 1, Box 130, Tucson, AZ 85736

Administrator: Mr. Myke Hitchcock

Schedule: 7:00 AM to 3:00 PM

Web Address: [www.avsd.org](http://www.avsd.org)

E-mail: [mhitchcock@avsd.org](mailto:mhitchcock@avsd.org)

Grades: Pre-K-1

2002 Enrollment: 190

Phone: (520) 822-5132

Fax: (520) 822-1798

### ∨ School Overview ∨

#### Mission

The MED Primary School is a family-centered school. We have a child-focused campus where individual strengths are valued and excellence is expected. It is the goal of the school that students leave with a strong sense of self-worth and with strong academic skills. It is further the goal to develop strong parental involvement and to embrace the concept of the educational process as a combination of parent, school, and student as equal elements in the success of the child.

#### Organization and Philosophy

- w Child Centered
- w Small Classes
- w Research-based Instructional Programs
- w Developmental Age-appropriate Activities

#### Instructional Programs

- w Special Education/At-risk Preschool
- w ELL
- w Title I
- w Full-day Kindergarten
- w Saxon Math
- w On-site Special Education
- w Open Court Reading
- w Language for Learning Direct Instruction

#### School/Academic Goals

- w Provide a strong readiness and foundation academic program that enables all students to meet all state and district standards.
- w Provide at-risk and special education preschool programs to enable students to enter Kindergarten properly prepared.
- w Provide an enriched academic language and mathematics background that will enable all students to express themselves well and to think logically.
- w Develop a multiage primary school where students can progress academically in a non-threatening and supportive environment.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	171
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	0

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

**Council Duties**

- w School Safety Issues
- w Parent/Educator Relations
- w Attendance
- w Promoting Community Involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	2.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

**School**

The AVSD holds as one of their highest priorities the involvement of parents in their children's education. The administration of the primary school works diligently to provide parents with timely information concerning the academic and behavioral progress of their children. The philosophy and goal structure of the Governing Board as well as the primary school administration focus is to provide a safe learning environment and a standard of academic excellence for all children.

**Parents**

Parents, students, and school staff are all vital when it comes to helping children achieve school success. Parental responsibilities include daily care, ensuring adequate rest and nourishment, adequate and appropriate clothing, timely arrival at school, and good attendance records. Parents are expected to work as a team with school staff and to ensure their students complete homework assignments.

∨ **Transportation Policy** ∨

The AVSD encompasses over 600 square miles of rural desert area. The district transports almost all the children, many of whom ride the bus for 20 miles. Many runs cover over 50 miles. Bus runs include morning, afternoon, midmorning, and activity buses.

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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>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/28/02	1/10/03	3/14/03	5/22/03
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### Additional Calendar/Report Card Information

The first marking period reports are given to parents at Parent-Conference Day. Mid-quarter reports are given during the middle of each quarter. These reports help to determine promotion to the next grade.

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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 - No

<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 Library/Media Center	W Playground
W Special Ed Early Childhood Facility	W Expanded Multipurpose Building

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#### Extracurricular Activities

W Odyssey of the Mind - 1st Graders	W REACH Gifted Program K-1
W Tutoring	

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#### School/Community Resources

W Wellness Center	W Area Clinic
W Counseling Services	W Recreational Activities
W Food Bank	W Pima County Parks and Rec Program

## ∨ 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 Preschool, Kindergarten, and First-Grade teachers are in the process of developing curriculum maps based on state standards.
- W The preschool received certification.
- W The school adopted the Open Court for Young Scholars Language Arts program.

### 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>	17.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	91.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	8.2 %	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
Disney Outstanding Teacher Nominees	2001

## ∨ Academic Achievement Indicators ∨

The goal of the Arizona Department of Education (ADE) is to improve student achievement. Establishing excellent academic standards and incorporating them in our K-12 school curriculum is crucial to improving teaching and learning. The *Arizona Academic Standards* define what Arizona students should know and be able to do. They provide parents, teachers and students with a clear understanding of what is expected of them.

Because school accountability and reporting of student achievement data also are vital to increase student success, the purpose of the Arizona School Report Card is to provide parents with information on student progress and school performance. The norm-referenced test scores (Stanford 9) on page 6 compare the general performance of students in the same grades across the state. But to determine if students meet specific standards, a criterion-referenced test was developed. *Arizona's Instrument to Measure Standard* (AIMS) measures student performance against the criteria defined in our Arizona Academic Standards.

The state Board of Education selected the standards for reading, writing and mathematics as the basis for AIMS because they form the foundation for all other learning. AIMS will be given annually to students in grades 3, 5, 8 and high school. Statewide administration of AIMS for grades 3, 5 and 8 began in the spring of 2000. The Class of 2006 will be the first to take AIMS reading, writing and mathematics as a requirement for graduation. Students passing AIMS also must meet all school and district requirements to receive an Arizona high school diploma.

### Language Arts Standards

**READING***(adopted by the State Board of Education July 8, 1996)*

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

**WRITING***(adopted by the State Board of Education August 7, 1996)*

Students effectively use written language for a variety of purposes and with a variety of audiences.

### Mathematics Standards*(adopted by the State Board of Education August 26, 1996)*

#### **NUMBER SENSE**

Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.

#### **DATA ANALYSIS AND PROBABILITY**

Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.

#### **PATTERNS, ALGEBRA AND FUNCTIONS**

Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.

#### **GEOMETRY**

Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

#### **MEASUREMENT AND DISCRETE MATHEMATICS**

Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.

#### **MATHEMATICAL STRUCTURE/LOGIC**

Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

For more information regarding the Arizona Academic Standards, you may visit the Internet site at <http://www.ade.az.gov> or contact Dr. Paul Young's office at (602) 542-5031.

## ∨ 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	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--

## ∨ 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.**

**Reading**  
Percentage of Students Achieving  
One Year's Growth

**Math**  
Percentage of Students Achieving  
One Year's Growth

## ∨ 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 staff takes a proactive approach to maintaining a safe environment. Two-to-three well-trained paraprofessionals are on recess duty at all times. In addition, two teachers monitor the morning recess. The principal often plays group games with students at lunch recess. We have a full-time Health Aide to take care of emergencies and minor injuries.

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	\$4,141	\$763,323
Classroom Supplies	\$32	\$5,877
Administration	\$487	\$89,791
Support Services-Students	\$164	\$30,223
Other Support Services and Operations	\$614	\$113,112
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,438</b>	<b>\$1,002,326</b>

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.

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.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Terry Gordon	(520) 822-5132	
<b>Transportation Policy</b>	Penny Sparks	(520) 822-5093	
<b>Community Resources</b>	Laurie Buckelew	(520) 822-5132	
<b>School Nutrition Programs</b>	Debby Harris	(520) 822-5132	
<b>Parent Organization</b>	Louisa Westmoland	(520) 822-5132	
<b>Student Health/Nurse</b>	Laurie Buckelew	(520) 822-5132	

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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