

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Florence Elementary School

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

Florence Unified School District  
225 S. Orlando Street, Florence, AZ 85232  
Mailing Address: P.O. Box 2850, Florence, AZ 85232

Principal: Ms. Debra Kay Valdiviezo

Schedule: 7:30 AM to 4:30 PM

Web Address: [fusd@florence.k12.az.us](mailto:fusd@florence.k12.az.us)

E-mail: [dvaldiviezo@florence.k12.az.us](mailto:dvaldiviezo@florence.k12.az.us)

Grades: K-5

2002 Enrollment: 625

Phone: (520) 868-2310

Fax: (520) 868-2312

## ∨ School Overview ∨

### Mission

Florence Elementary School has about 625 students in kindergarten through grade five. The school is very much involved with an integrated curriculum; phonics and literature-based reading; cooperative learning; hands-on science and mathematics; high technology learning through computers and the enhancement of the whole child through specialized music and physical education instruction. The students in our school participate in a variety of extracurricular activities.

### Organization and Philosophy

- w Self-contained Classrooms
- w Innovative
- w Site-based
- w Integrated Learning

### School/Academic Goals

- w Students will increase reading achievement as evidenced by an increase of 1 NCE on the Stanford 9.
- w Students will increase math achievement as evidenced by an increase of 1 NCE on the Stanford 9.

### Instructional Programs

- w Full-day Kindergarten
- w Special Education/Speech Services
- w Special Education Preschool
- w Computers in Classroom
- w Computer/Library Research Center
- w General Music and PE Programs
- w Accelerated Reader and Math Programs
- w Library

- w Students will increase language achievement as evidenced by an increase of 1 NCE on the Stanford 9.

### Enrollment

October 1, 2001 School Year Student Enrollment:	611
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	4

<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**

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

**Council Duties**

- w School Events/Traditions
- w Curriculum Development
- w Textbook Selection
- w School Safety Issues
- w Library
- w Cafeteria

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	1.00	Teacher Aide	4.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Florence Elementary School has a Site Council that meets monthly to improve the instructional programs and take issues needing board approval to the district Governing Board. Parental involvement is encouraged and many parents participate as classroom volunteers and in other activities. Parent/Teacher conferences are held three times per year, with over 80% parent participation.

**Parents**

Parents are responsible for getting children to school in clean and appropriate dress, nourished and ready to learn. Parents are responsible for supporting children in educational endeavors and encouraged to act as tutors in children's homework. Parents are responsible for ensuring children's compliance with school Discipline Code and are required to be active in resolving discipline problems so education is not interrupted and children are able to learn in a safe environment.

∨ **Transportation Policy** ∨

Florence Elementary School is a part of the Florence Unified School District which draws its students from a geographical area composed of almost 1,000 square miles. Daily, the bus fleet travels about 1,000 miles to transport students. Students who live within a one-mile radius of the school are usually required to walk. The district transports handicapped students by using specialized vehicles. Field trips and athletic trips are also a part of the Transportation Department.



## ∨ 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 Offered intersession classes to students for enrichment.</p> | <p>w Increased number of telephone calls to parents and letters and conferences with parents concerning the progress of their children in school.</p> |
| <p>w Gained adequate yearly progress in all academic areas.</p>   | <p>w Increased number of computers and upgraded computers. Provided classes in technology to increase student learning.</p>                           |

### 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>	15.3 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.7 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	10.4 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.6 %	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
Students received Outstanding Woodsman Writing Award	2002
Students received Elk's Club Writing Awards	2002
Students received poetry and spelling awards	2002
Awarded partnership in the Rural Systemic Initiative	2000

## ∨ 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>89</b>	<b>520</b>	<b>6%</b>	<b>18%</b>	<b>56%</b>	<b>20%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>83</b>	<b>526</b>	<b>11%</b>	<b>16%</b>	<b>69%</b>	<b>5%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>93</b>	<b>486</b>	<b>22%</b>	<b>42%</b>	<b>28%</b>	<b>9%</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>88</b>	<b>488</b>	<b>43%</b>	<b>20%</b>	<b>33%</b>	<b>3%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>80</b>	<b>478</b>	<b>29%</b>	<b>41%</b>	<b>26%</b>	<b>4%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>94</b>	<b>434</b>	<b>45%</b>	<b>48%</b>	<b>3%</b>	<b>4%</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	--	--	--	--	--	--	--	--	--	100	52	60	--	--	--
2	Reading	--	--	--	94	35	50	92	36	52	86	44	53	100	48	57
	Language	--	--	--	97	24	40	95	29	43	100	21	44	100	38	48
	Mathematics	--	--	--	92	30	51	94	30	55	100	31	57	100	44	61
3	Reading	91	35	47	98	32	47	88	43	48	100	33	50	87	42	50
	Language	100	34	49	100	34	51	93	40	54	100	36	56	93	34	57
	Mathematics	100	32	46	100	35	49	93	47	52	100	37	54	92	32	56
4	Reading	94	41	53	100	39	54	85	49	54	100	46	55	95	44	55
	Language	100	30	47	100	38	49	89	35	48	100	40	50	100	33	50
	Mathematics	98	35	51	100	38	54	93	46	55	100	47	57	98	39	58
5	Reading	89	37	51	100	39	51	100	41	51	90	40	51	84	39	53
	Language	92	25	42	100	30	44	99	29	45	89	33	45	90	29	47
	Mathematics	89	30	51	100	35	54	100	31	55	89	38	57	90	33	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 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>71</b>	<b>77</b>
<b>Grades 3-4</b>	<b>84</b>	<b>70</b>
<b>Grades 4-5</b>	<b>49</b>	<b>41</b>
<b>Grades 5-6</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**

Parents and students are given a procedural guide to appropriate and safe rules of conduct in the Student Handbook. Classrooms practice these procedures with Florence Elementary staff in and outside of the classroom. FES staff is trained in appropriate supervision of students and crisis responses. Assemblies to explain and promote orderly climate are provided. Fire drills are practiced monthly. Curriculum is provided to staff and students regarding safe and healthy lifestyles.

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	\$1,879	\$1,491,249
Classroom Supplies	\$32	\$25,154
Administration	\$533	\$423,303
Support Services-Students	\$113	\$89,680
Other Support Services and Operations	\$456	\$361,529
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,013</b>	<b>\$2,390,915</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 ∨

	Name	Phone	Extension
<b>School Site Council</b>	Debra Valdiviezo	(520) 868-2310	11
<b>Transportation Policy</b>	Bud Johansen	(520) 868-2306	
<b>Community Resources</b>	Jeff Strand	(520) 868-2300	
<b>School Nutrition Programs</b>	Sheaba Granillo	(520) 868-2325	
<b>Parent Organization</b>	Lee Jones	(520) 868-2310	
<b>Student Health/Nurse</b>	Melinda Islas	(520) 868-2313	

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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