

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Palo Verde Elementary School

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

Casa Grande Elementary District
40 N. Roosevelt Avenue, Casa Grande, AZ 85222-5010

Principal: Ms. Dolores A. Underwood

Schedule: 7:15 AM to 4:00 PM

Web Address: casagrande.com/~cgesdone

E-mail: dolores.underwood@cgelem.k12.az.us

Grades: Pre-K-5

2002 Enrollment: 477

Phone: (520) 421-1650

Fax: (520) 421-3013

∨ School Overview ∨

Mission

Palo Verde's mission statement, Success for All--The responsibility is yours and mine, reflects the philosophy of the school. The staff, students, and parents work collaboratively towards focused school goals. The Palo Verde Team believes that quality instruction is essential for student learning. The staff works diligently to develop an academic culture where data drives instruction. A caring, positive, and inviting school environment promotes academic achievement.

Organization and Philosophy

- w Traditional
- w Departmentalized Classrooms
- w Self-contained Classrooms
- w Blocked Reading and Math

School/Academic Goals

- w Palo Verde's long range goal is that by 2007, 75% of all students will achieve at or above the 50th percentile on the Stanford Achievement Test in Mathematics. Students will meet this goal by increasing the current percentage by 10% for 2002-03.
- w 80% of Palo Verde students in Grades K-5 will master the math facts at 80% level.

Instructional Programs

- w At-Risk Preschool
- w School-Wide Success For All Reading Prog
- w Tutoring Before School & Lunch Periods
- w On-Site Special Education
- w Reteaching Math Block
- w Integrated Curriculum Instruction
- w Cross-Grade-Level Grouping

- w Palo Verde's long range goal for 2007 is that 90% of all students will meet or exceed standards on the AIMS in Mathematics. Students will meet this goal by increasing the current percentage by 10% for 2002-2003.
- w Palo Verde's long range goal in reading is that by 2008, 75% of all students will achieve at or above the 50th percentile in the Stanford and 90% will achieve at or above standards on the AIMS. We will improve the current percentage by 10%.

Enrollment

October 1, 2001 School Year Student Enrollment:	481
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	23

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)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Facilitates Curricular Improvements
- w Provides Input for Schoolwide Goals
- w Makes Recommend on School Safety Issues
- w Provides Local Leadership/Representation
- w Makes Recommend for School Improvements
- w Provides input regarding Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	6.50	Teacher Aide	10.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	2	0	0
10 or more years	2	8	0	0

∨ **Shared Responsibilities** ∨

School

As a school, our responsibilities are as follows: Establish and maintain a safe and nurturing environment; provide sound instruction focusing on curriculum aligned with the state standards, utilize research-based and student-centered teaching strategies; promote teacher effectiveness through on-going professional development; establish high expectations for academic achievement and student behavior; model positive behavior and self-discipline; provide regular home/school communication.

Parents

Parents are responsible for the following: Ensure regular attendance and punctuality; purchase school uniforms for their children; provide homework support; adhere to school and district policies regarding dress codes and behavior; provide for their children's medical and health care; communicate regularly with the school; attend and/or participate in school functions.

∨ **Transportation Policy** ∨

As a neighborhood school, the majority of our students walk or ride their bikes. Preschool, Kindergarten and some Special Education students are bus riders, who must follow rules and regulations for the safety of all children. When students lose the privilege of riding the bus, parents/guardians assume responsibility for transporting their children to and from school. Parents requesting open enrollment for their children must provide transportation.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/10/02 1/7/03 3/20/03 5/22/03

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 Computer Lab
- W Media Center
- W Separate Gymnasium from Cafeteria
- W OT/PT Room

Extracurricular Activities

- W Band (Beginning & Intermediate)
- W Student Council
- W Jaguar Den Study Area Before School/Lunc
- W Student Jobs
- W Chorus
- W OASIS After School Program

School/Community Resources

- W Counseling Services
- W Breakfast/Lunch Programs
- W Senior Citizens Volunteer Tutors
- W Mayor's Reading Club
- W Family Support Team
- W DARE
- W School Uniform Assistance
- W School/Business Partnership (APS)

∨ 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 Successfully implementing the Success For All Reading Program for the fourth year.</p> | <p>W Demonstrating academic growth on the Stanford Achievement Test and AIMS.</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	19.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	5.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
State Special Ed Teacher of the Year	1999
District Finalists for 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

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	59	503	17%	34%	37%	12%
	State	58840	524	9%	17%	45%	29%
Writing	School	60	511	18%	23%	55%	3%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	58	500	14%	34%	38%	14%
	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	47	490	38%	21%	38%	2%
	State	61305	505	21%	20%	43%	15%
Writing	School	46	476	30%	43%	22%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	51	466	22%	59%	8%	12%
	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	--	--	--	--	--	--	--	--	--	96	35	60	--	--	--
2	Reading	--	--	--	100	19	50	98	27	52	88	25	53	71	25	57
	Language	--	--	--	100	11	40	100	16	43	93	20	44	73	14	48
	Mathematics	--	--	--	100	12	51	100	23	55	95	35	57	73	33	61
3	Reading	79	22	47	100	22	47	98	24	48	87	30	50	84	30	50
	Language	84	26	49	100	21	51	92	29	54	87	37	56	84	37	57
	Mathematics	85	15	46	100	16	49	95	22	52	90	38	54	85	39	56
4	Reading	72	23	53	100	27	54	94	30	54	78	28	55	68	33	55
	Language	87	21	47	100	25	49	98	29	48	84	23	50	69	31	50
	Mathematics	85	19	51	100	19	54	98	24	55	86	22	57	73	34	58
5	Reading	86	16	51	100	30	51	84	25	51	88	28	51	66	28	53
	Language	88	16	42	100	27	44	94	22	45	91	30	45	69	28	47
	Mathematics	89	18	51	100	30	54	92	23	55	90	31	57	73	37	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	80	68
Grades 3-4	80	70
Grades 4-5	78	91
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 entire staff teaches a getting along unit for two weeks, which is reinforced throughout the year. Each classroom has weekly class meetings to resolve concerns. Students contribute to the school by applying for jobs. Staff mentors needy students, and a full-time counselor works with students to improve behavior and academics. An Academic Behavior Center, staffed with a certified teacher, provides assistance for students who are having behavior problems in the classroom.

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	\$2,522	\$1,376,645
Classroom Supplies	\$44	\$24,216
Administration	\$445	\$243,079
Support Services-Students	\$254	\$138,868
Other Support Services and Operations	\$914	\$498,643
Total Expenditures- All Categories 2000-2001	\$4,180	\$2,281,451

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	Dolores Underwood	(520) 421-1650	4736
Transportation Policy	Paul Potts	(520) 836-5231	4670
Community Resources	Celie Downey-Foye	(520) 421-1650	4741
School Nutrition Programs	Germaine Wiley	(520) 836-6694	4614
Parent Organization	Martha Aguirre	(520) 836-2111	4605
Student Health/Nurse	Carol Kile	(520) 421-1650	4740

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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