

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Saguaro Elementary School

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

Casa Grande Elementary District  
1501 N. Center Avenue, Casa Grande, AZ 85222-2501

**Principal:** Mr. Norman D. Sam  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [norman.sam@cgelem.k12.az.us](mailto:norman.sam@cgelem.k12.az.us)

**Grades:** K-5  
**2002 Enrollment:** 560  
**Phone:** (520) 836-7661  
**Fax:** (520) 836-1581

## ∨ School Overview ∨

### Mission

Success For Every One - The responsibility is yours and mine.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Multiage Classrooms and Looping
- w Integrated Curriculum

### Instructional Programs

- w On-site Special Education
- w Full-day Title I Kindergarten
- w Autistic Classroom
- w Curriculum Enrichment
- w Technology-based Learning
- w Math Intervention - Grades 4 and 5
- w PALS Program
- w Title I

### School/Academic Goals

- w By 2007, 75% of all students will achieve at or above the 50th percentile on the Stanford 9 Achievement Test in mathematics.
- w The existing achievement gap between identified groups of students will be reduced by 20% per year, so that by 2007, 75% of students in all identified groups will score at or above the 50th percentile on the mathematics Stanford 9 Achievement Test.
- w By 2007, 90% of all students will meet or exceed standards on the AIMS in mathematics.
- w The existing achievement gap between identified groups of students will be reduced by 20% per year, so that, by 2007, 90% of students in all identified groups will meet or exceed standards on the AIMS in mathematics.

### Enrollment

October 1, 2001 School Year Student Enrollment:	566
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	125

<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)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Student Discipline/Attendance
- w Extracurricular Activities
- w District Mission/Goals
- w Curriculum Development
- w School Safety Issues
- w Budget

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	1.00	Teacher Aide	8.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	3	1	0	0
10 or more years	24	10	0	0

∨ **Shared Responsibilities** ∨

**School**

We maintain a high level of parent involvement/communication through a monthly school newsletter, weekly newsletters from individual teachers, distribution of a student handbook, and a series of open houses and community social events. We also hold Kindergarten Roundup and orientation meetings at the beginning of each year. Our Truancy Mediation Program and Student-led Conferences provide other opportunities for the school and parents to work together to maintain high performance standards.

**Parents**

Parents are expected to ensure that their children attend school daily. They are also expected to see that their children arrive on time and ready to learn. Parents are also asked to attend general school functions such as Open House, Parent Orientation and parent conferences, along with functions specific to their child's class or grade level. They are also asked to work in cooperation with the school in maintaining proper discipline and ensuring completion of homework assignments.

∨ **Transportation Policy** ∨

Saguaro is a neighborhood school. Most Saguaro students live within a one-mile radius of the school. They ride their bikes and scooters or walk to school. Kindergarten, day care, Boys and Girls Club students, as well as those living outside the one-mile radius, are bused.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 5 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/10/02	1/7/03	3/20/03	5/22/03
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#### Additional Calendar/Report Card Information

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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 - Yes

<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 Computer Lab	W Music Room
W PALS Room	W Media Center

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#### Extracurricular Activities

W Afterschool Tutoring	W Student Council
W Principal's Book Club	W Science Fair
W Young Author's Conference	W Mayor's Reading Club
W Title I Afterschool Program	W Math Fair

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#### School/Community Resources

W Counseling/Crisis Intervention	W Young Olympians
W Breakfast Program	W Lunch Program
W Clothing/Food Banks	W Health Services
W City Recreational Activities	W Boys and Girls Club

## ∨ 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 Student achievement in reading and math, as measured by the Stanford 9, met or exceeded expectations in six out of six cohort groups tested.</p>      | <p>w Results from the yearly parent survey indicated that 96% of those who responded gave Saguaro an A or B rating. Over 80% of the parents responded.</p> |
| <p>w Over 95% of students tested at all grade levels, K-5, met or exceeded the standards measured with performance assessments in the technology area.</p> | <p>w The Saguaro staff members achieved all three of their group-based performance goals, as measured by the IBBC team.</p>                                |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	18.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	7.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	11.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
March of Dimes Walk America Award	2002
Teacher of the Year Award	1999
Make A Difference Day Award	1999
Intel Teach To The Future Award	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>81</b>	<b>507</b>	<b>19%</b>	<b>15%</b>	<b>51%</b>	<b>16%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>81</b>	<b>521</b>	<b>19%</b>	<b>21%</b>	<b>51%</b>	<b>10%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>83</b>	<b>495</b>	<b>19%</b>	<b>36%</b>	<b>31%</b>	<b>13%</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>74</b>	<b>496</b>	<b>31%</b>	<b>19%</b>	<b>45%</b>	<b>5%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>68</b>	<b>492</b>	<b>22%</b>	<b>37%</b>	<b>31%</b>	<b>10%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>80</b>	<b>471</b>	<b>21%</b>	<b>52%</b>	<b>11%</b>	<b>15%</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	--	--	--	--	--	--	--	--	--	83	32	60	--	--	--
2	Reading	--	--	--	100	18	50	98	28	52	79	27	53	73	27	57
	Language	--	--	--	100	10	40	100	19	43	76	17	44	65	20	48
	Mathematics	--	--	--	100	17	51	100	30	55	90	23	57	84	28	61
3	Reading	96	18	47	100	30	47	100	22	48	92	37	50	85	32	50
	Language	99	24	49	100	33	51	100	28	54	94	42	56	85	39	57
	Mathematics	99	19	46	100	27	49	100	17	52	89	33	54	88	26	56
4	Reading	85	35	53	100	30	54	88	33	54	72	33	55	72	46	55
	Language	93	30	47	100	28	49	93	32	48	84	29	50	81	40	50
	Mathematics	92	29	51	100	26	54	95	26	55	85	30	57	83	38	58
5	Reading	93	34	51	100	34	51	91	33	51	83	31	51	72	40	53
	Language	96	27	42	100	27	44	90	31	45	85	26	45	70	36	47
	Mathematics	96	28	51	100	31	54	92	32	55	86	28	57	76	47	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>75</b>	<b>66</b>
<b>Grades 3-4</b>	<b>86</b>	<b>81</b>
<b>Grades 4-5</b>	<b>75</b>	<b>86</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

Saguaro continues to make use of the Personal Accountability and Life Skills (PALS) program for the tenth consecutive year. This program has allowed Saguaro to provide an alternative to suspension and provide a place, on campus, where disruptive students can go to complete their assignments. This allows classrooms to operate in an orderly fashion and makes for a more pleasant learning climate. It has proven to be effective. Only eleven students were suspended this past year.

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 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	\$2,462	\$1,437,133
Classroom Supplies	\$31	\$18,305
Administration	\$436	\$254,471
Support Services-Students	\$200	\$116,513
Other Support Services and Operations	\$614	\$358,498
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,743</b>	<b>\$2,184,920</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>	Norman D. Sam	(520) 836-7661	
<b>Transportation Policy</b>	Paul Potts	(520) 836-5231	4670
<b>Community Resources</b>	Martha Aguirre	(520) 836-2111	4605
<b>School Nutrition Programs</b>	Germaine Wiley	(520) 876-3632	4614
<b>Parent Organization</b>	Linda Scott	(520) 836-7661	4848
<b>Student Health/Nurse</b>	Debby Limon	(520) 836-7661	4838

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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