

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Mary L. Welty Elementary School

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

Nogales Unified District  
1050 W. Cimarron Street, Nogales, AZ 85621

**Principal:** Mr. Francisco Javier Barajas  
**Schedule:** 7:00 AM to 4:00 PM  
**Web Address:** [www.nusd.k12.az.us/welty](http://www.nusd.k12.az.us/welty)  
**E-mail:** [jbarajas@nusd.k12.az.us](mailto:jbarajas@nusd.k12.az.us)

**Grades:** K-5  
**2002 Enrollment:** 347  
**Phone:** (520) 287-0880  
**Fax:** (520) 287-0889

## ∨ School Overview ∨

### Mission

NCA Mission Statement: The mission of Mary L. Welty Elementary School is to provide a positive environment which encourages the cognitive and affective growth necessary for responsible citizenship within a technological and culturally diverse society.

### Organization and Philosophy

- w Traditional, Back-to-Basics
- w Standards-based
- w Six Trait Writing School
- w Data Driven instruction

### Instructional Programs

- w Voyager Reading Program
- w Full-day Kindergarten
- w Gifted and Talented
- w On-site Special Education
- w Internet-wired Classrooms and Labs
- w Title I Schoolwide
- w Into English, Second Language Program
- w CASI accredited school

### School/Academic Goals

- w All students will improve their Reading Comprehension of subject matter across the curriculum.
- w All students will improve their ability to use the Six Traits of Writing, and the Writing Process in all content areas, to produce clear, concise and appropriate communications.
- w All students will master the math concepts necessary to meet local and state requirements at each grade level, and to become successful in the world of work beyond high school.
- w All students will develop personal skills that will help them be a success now and in the future.

### Enrollment

October 1, 2001 School Year Student Enrollment:	390
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	45

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

**Council Duties**

- w Campus Improvement Plan
- w School Safety Issues
- w School Calendar
- w Parent/Educator Relations
- w Community Involvement
- w New Facility Planning

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	3.00	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	2	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	18	0	0

∨ **Shared Responsibilities** ∨

**School**

Mary L. Welty encourages families and teachers to establish a learning environment that defines the goals, expectations and shared responsibilities of everyone to promote student learning. This compact includes Site Council engaged in school improvement, parent participation in afterschool activities; allowing parents to volunteer in the classrooms as teachers, instructional assistants. Contacting outside agencies for support of students and parents.

**Parents**

Parents at Mary L. Welty are encouraged to participate in the education of their children by providing a supportive environment at home and by regular communication with the teachers and the school. Participation in Parent/Teacher Club, schoolwide activities and as classroom volunteers is strongly encouraged. A monthly bilingual newsletter, along with a school calendar is mailed home each month. It is the parents' responsibility to read it and note special events, meetings and activities.

∨ **Transportation Policy** ∨

The board may provide school bus transportation for elementary school children who live one mile or more from their school. In our school, this includes the neighborhoods of International Street, Crawford/West and Bradford streets, Elm Street, Mariposa Manor and Mariposa Ranch.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/8/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 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	12/20/02	3/14/03	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 IBM Computer Lab (Word Process/Internet)	W Media Center
W Networked Classrooms	W iMac Computer Lab (Mac OS/Internet)

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#### Extracurricular Activities

W Student Council	W Chorus
W Band	W Pep Squad
W Yearbook Club	W Reading Club
W Junior Olympics	W Afterschool Tutoring

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#### School/Community Resources

W Clothing/Food Banks	W Counseling Services
W Health Services	W Afterschool Programs (Recreation)
W Child/Family Resources	W DARE Program
W Domestic Violence Task Force	W Reading Is Fundamental

## ∨ 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 2001 Tobacco Free School of the Year in Santa Cruz County.      w Third place student in the County Spelling Bee.

w County fair winners: Five First Place ribbons.      w All classrooms wired for Internet.

### 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>	16.3 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.7 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	2.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	93.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	6.3 %	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
County Fair, First Place Winners	2001
Tobacco Free School of the Year	2001
County Masonic Essay Winner	2000
Phoenix Suns Student Recognition Program	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>24</b>	<b>511</b>	<b>8%</b>	<b>25%</b>	<b>54%</b>	<b>12%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>22</b>	<b>523</b>	<b>9%</b>	<b>5%</b>	<b>82%</b>	<b>5%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>21</b>	<b>559</b>	<b>0%</b>	<b>33%</b>	<b>14%</b>	<b>52%</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>19</b>	<b>495</b>	<b>21%</b>	<b>32%</b>	<b>47%</b>	<b>0%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>19</b>	<b>489</b>	<b>21%</b>	<b>37%</b>	<b>37%</b>	<b>5%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>19</b>	<b>482</b>	<b>5%</b>	<b>58%</b>	<b>26%</b>	<b>11%</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	--	--	--	--	--	--	--	--	--	27	50	60	--	--	--
2	Reading	--	--	--	--	--	50	58	34	52	56	20	53	67	27	57
	Language	--	--	--	40	**	40	64	22	43	66	10	44	67	15	48
	Mathematics	--	--	--	40	**	51	62	44	55	68	17	57	67	33	61
3	Reading	100	21	47	45	46	47	66	26	48	74	22	50	32	29	50
	Language	100	31	49	43	70	51	66	47	54	74	38	56	32	41	57
	Mathematics	100	24	46	43	49	49	66	29	52	74	27	54	32	55	56
4	Reading	100	32	53	100	26	54	72	50	54	72	21	55	64	29	55
	Language	100	31	47	100	32	49	72	59	48	72	23	50	65	32	50
	Mathematics	100	28	51	100	33	54	72	71	55	72	22	57	65	30	58
5	Reading	92	23	51	100	33	51	67	28	51	77	32	51	65	26	53
	Language	100	18	42	100	32	44	72	28	45	82	31	45	68	24	47
	Mathematics	100	23	51	100	33	54	70	23	55	82	48	57	68	39	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>94</b>	<b>97</b>
<b>Grades 3-4</b>	<b>85</b>	<b>76</b>
<b>Grades 4-5</b>	<b>85</b>	<b>90</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

In order to assure the safety of our students and staff, we are strictly enforcing the rule stating that all visitors must report to the office, sign-in and wear a badge identifying them as a volunteer, library volunteer, substitute teacher or visitor. Periodically, the school has fire drills involving local fire and law enforcement agencies. Presentations about violence are ongoing throughout the school year. Twice yearly lock-down and evacuation drills. Student Peer Mediation program in place.

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).

2

**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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,808	\$1,137,909
Classroom Supplies	\$49	\$19,670
Administration	\$510	\$206,846
Support Services-Students	\$187	\$75,934
Other Support Services and Operations	\$733	\$297,110
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,287</b>	<b>\$1,737,469</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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Javier Barajas	(520) 287-0880	
<b>Transportation Policy</b>	Alva Jean Diaz	(520) 281-0400	128
<b>Community Resources</b>	Gloria Alvarez	(520) 287-0880	15
<b>School Nutrition Programs</b>	Bonnie Shipitalo	(520) 377-9175	
<b>Parent Organization</b>	Maya Qadir	(520) 287-0880	
<b>Student Health/Nurse</b>	Ila Tittlebaugh	(520) 287-0800	225

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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