

# ARIZONA SCHOOL REPORT CARD 2002-03

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

## The Little Red Schoolhouse

Santa Cruz Elementary District  
Hwy 82 at Duquesne Road (7 Duquesne Rd), Nogales, AZ 85621  
Mailing Address: HC 2 Box 50, Nogales, AZ 85621

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

Superintendent: Mr. David J. Petersen  
Schedule: 8:00 AM to 5:00 PM  
Web Address: Unpublished or Unavailable  
E-mail: [sc28@theriver.com](mailto:sc28@theriver.com)

Grades: K-8  
2002 Enrollment: 136  
Phone: (520) 287-0737  
Fax: (520) 287-6791

### ∨ School Overview ∨

#### Mission

Success in education, one child at a time.

#### Organization and Philosophy

- w Basic Skills
- w Self-contained Classrooms (K-5)
- w 6-8 Middle School Block Class Program
- w Place-based Learning

#### Instructional Programs

- w Modified Year
- w Standards-based Program
- w Multiple Intelligences Program
- w Young Audiences Fine Arts Program
- w Academic Support for English Learners
- w Academic Support for Reading

#### School/Academic Goals

- w All students will be provided equal educational opportunities to achieve their highest potential.
- w All students will be provided an opportunity and the support needed to be educated academically and socially as they develop into productive citizens.
- w All students will become well-rounded articulate, expressive writers; critical, investigative, and recreational readers, and inquisitive mathematical thinkers.
- w All students will use the rural school setting as a rich and valuable learning resource.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	135
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	32

<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**

- 0 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

∨ **Staffing Information** ∨

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

<b>Position</b>	<b>Number</b>	<b>Position</b>	<b>Number</b>
Administrator	1.00	Teacher	10.00
Other Professional Staff	0.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

<b>Experience</b>	<b>Degree</b>			
	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctorate</b>	<b>Other</b>
<b>3 or fewer years</b>	1	0	0	0
<b>4 to 6 years</b>	0	2	0	0
<b>7 to 9 years</b>	0	1	0	0
<b>10 or more years</b>	5	1	0	0

∨ **Shared Responsibilities** ∨

**School**

To provide a safe and productive environment for learning. To support lifelong learning in the areas of reading, writing, math, social studies, science, health and physical education. To provide services, resources and assistance with responsiveness to student needs. To keep parents informed of the programmatic, social and financial situations. To support a sound educational program.

**Parents**

To provide a private place to read, study and complete homework. To provide an hour of quiet time daily to read to and with their children (free voluntary reading). To have an open dialog with their family daily about highlights and lowlights of everyone's day. To ensure their children are punctual and responsible. To notify the school when and why their children are absent. To make arrangements when their children are absent to pick up assignments daily.

∨ **Transportation Policy** ∨

To provide a pleasant, punctual and safe trip to and from school for students during regular school session and intersessions.



## ∨ 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 Academic Awards.

W Santa Cruz County Fair winners in cattle, fine arts and academic entries.

W Students published monthly in statewide Bear Essentials newspaper.

W Community Outreach programs for the needy or ill through the CrossRoads Mission and American Heart Association.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	2.1 %	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	21.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.4 %	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
DARE Graduation	2002
Reading Is Fundamental Award	2001
Masonic Lodge Essay Contest Winners	2001
Chess and Spelling B Winners	2002

## ∨ 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>	School 11	534	0%	0%	64%	36%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	11	578	0%	0%	64%	36%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	11	566	0%	0%	18%	82%
	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>	School	**	**	**	**	**	**
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	**	**	**	**	**	**
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	**	**	**	**	**	**
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	School	**	**	**	**	**	**
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	School	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	School	**	**	**	**	**	**
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	63	76	60	--	--	--
2	Reading	--	--	--	100	74	50	100	70	52	57	75	53	63	59	57
	Language	--	--	--	100	76	40	100	82	43	57	89	44	63	85	48
	Mathematics	--	--	--	100	67	51	100	78	55	57	93	57	63	66	61
3	Reading	100	71	47	100	58	47	98	58	48	31	--	50	87	70	50
	Language	100	69	49	100	70	51	98	63	54	31	--	56	87	77	57
	Mathematics	100	66	46	100	66	49	98	68	52	31	--	54	87	75	56
4	Reading	94	61	53	100	75	54	99	74	54	58	61	55	50	68	55
	Language	100	60	47	100	72	49	99	66	48	58	68	50	50	56	50
	Mathematics	100	67	51	100	70	54	99	73	55	58	59	57	50	70	58
5	Reading	100	51	51	100	68	51	100	59	51	100	51	51	57	70	53
	Language	100	49	42	100	64	44	100	70	45	91	55	45	57	64	47
	Mathematics	100	46	51	100	63	54	100	62	55	100	61	57	57	62	59
6	Reading	100	66	53	100	53	54	100	67	53	100	59	54	88	69	56
	Language	100	55	41	100	50	44	100	62	44	100	63	45	88	73	47
	Mathematics	100	69	57	100	57	59	100	76	60	100	67	63	88	84	65
7	Reading	89	76	52	100	73	53	94	50	52	87	70	53	91	55	55
	Language	89	86	52	100	79	54	94	55	54	87	73	55	91	65	58
	Mathematics	89	74	53	100	81	55	94	47	56	87	66	58	82	71	60
8	Reading	100	66	54	100	74	54	100	73	53	100	51	55	85	71	56
	Language	100	58	46	100	74	49	100	78	49	100	48	50	85	65	52
	Mathematics	100	54	52	100	57	54	100	82	56	100	47	58	85	74	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>Grades 3-4</b>	*	*
<b>Grades 4-5</b>	*	*
<b>Grades 5-6</b>	<b>80</b>	<b>100</b>
<b>Grades 6-7</b>	*	*
<b>Grades 7-8</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**

Utilizing a Character Counts program. Daily health program based on the Arizona Comprehensive Health Standards. Peer mediation programs. Fifth grade DARE program. Seventh grade GREAT program. Support of the values that our community finds essential.

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).

1

**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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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>	NDS		
<b>Transportation Policy</b>	Betty Lou Smith	(480) 604-0458	
<b>Community Resources</b>	David J. Petersen	(520) 287-0737	
<b>School Nutrition Programs</b>	Bonnie Shipatelo	(520) 377-9175	
<b>Parent Organization</b>	Mayra Beyerle	(520) 287-4824	
<b>Student Health/Nurse</b>	Cecilia Alvarez	(520) 287-0737	

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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