

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Carol G. Peck Elementary School

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

Alhambra Elementary District
5810 N. 49th Avenue, Glendale, AZ 85301-4298

Principal: Mr. John Dalmolin
Schedule: 7 :30 AM to 4 :30 PM
Web Address: www.alhmabra.k12.az.us
E-mail: Unpublished or Unavailable

Grades: K-3
2002 Enrollment: 712
Phone: (623) 842-3889
Fax: (623) 847-7151

∨ School Overview ∨

Mission

The mission of Carol G. Peck Elementary School is to provide a quality learning environment for students. Within this environment, academic achievement is the most important focus of the school. The teaching staff maintains those research-based instructional strategies that promote student achievement. Academic achievement only happens in an orderly environment. Classrooms should be places where learning is valued, exciting and fun; but the classroom environment should be free of disruption.

Organization and Philosophy

- w Success For All School
- w Academically-based
- w Phonics Priority
- w Student Achievement Oriented

School/Academic Goals

- w To improve student reading achievement in Kindergarten through third grade through the Success For All reading program.
- w To improve language arts and mathematics achievement as measured by state and district assessments.
- w To provide for growth in the area of cultural diversity/multicultural education.
- w To utilize technology as a support to the teaching process.

Instructional Programs

- w Full-day Kindergarten
- w Success For All Site
- w Language Arts Emphasis
- w Math with Manipulatives
- w Transitional Kindergarten

Enrollment

October 1, 2001 School Year Student Enrollment:	717
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	35

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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w School Safety Issues
- w Business/School Partnerships
- w Community Activities
- w Parent/Educator Relations
- w Student/Parent Handbook
- w Improve Facilities/Grounds

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	2.00	Teacher Aide	13.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	4	0	0
4 to 6 years	14	5	0	0
7 to 9 years	1	0	0	0
10 or more years	13	6	1	0

∨ **Shared Responsibilities** ∨

School

Basic to the school's responsibility to parents is the belief that each student can learn. In order to facilitate learning and fulfill their responsibility, the Carol G. Peck staff focuses on preparation for teaching; on providing an environment conducive to learning; on enforcing rules fairly and consistently; and on providing meaningful and appropriate homework assignments. Further responsibilities include respecting each child and family, and involving parents in the school.

Parents

Carol G. Peck Elementary utilizes a Parent-Student-Teacher Contract that outlines parent and student responsibilities. Parent responsibilities include seeing the child attends school regularly and on time; providing a home environment that encourages learning; communicating regularly with teachers; encouraging reading at home; talking with their child about daily school activities; supporting the school in developing positive behaviors; volunteering time at school and attending school programs.

∨ **Transportation Policy** ∨

The board authorizes regular school bus transportation to and from school for special education students whose handicapping conditions require transportation as indicated in their respective IEPs; students living within 1 mile of the school where hazardous routes exist; and students who live 1 mile from school.

∨ **Calendar Information** ∨

Number of Instruction Days: 179 **First Day of School:** 8/19/02
Average Daily Instruction Time: 6 hrs. 15 min. **Last Day of School:** 5/29/03
Operates on Traditional Schedule

Report Card Release Dates

10/30/02 1/23/03 4/2/03 5/29/03

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 Parent Volunteer Room
- W Before/After School Child Care

Extracurricular Activities

- W Rise & Read Club
- W Evening Library
- W VIP Club
- W Sunshine Club
- W Reading Tutoring

School/Community Resources

- W Before/After School Child Care
- W Health Services
- W Clothing/Food Banks
- W Breakfast Program
- W Counseling Services
- W Lunch Program

∨ 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 The K-3 Success For All reading program has been successfully implemented. Students are gaining in their reading skills and showing achievement growth through the SFA assessment program.</p> | <p>W Grade one testing on the California Achievement Test shows above-grade-level achievement. Grades two and three test results on the Stanford 9 Achievement Test show above-grade-level achievement.</p> |
| <p>W Besides the quality phonics instruction in the Success For All reading program, students in K-2 receive additional phonics instruction each day. Vocabulary is enhanced with Word of the Day.</p> | <p>W Student achievement has been enhanced in mathematics through double dosing of instruction.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	18.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	17.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.2 %	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
Arizona Librarian of the Year	2001
Teacher Excellence in Education Awards	2001
Vision Award	2002
Employee 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	104	515	7%	21%	54%	18%
	State	58840	524	9%	17%	45%	29%
Writing	School	95	531	4%	17%	71%	8%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	105	503	9%	44%	39%	9%
	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

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	--	--	--	--	--	--	--	--	--	51	63	60	--	--	--
2	Reading	--	--	--	100	53	50	64	61	52	62	63	53	50	69	57
	Language	--	--	--	100	47	40	66	56	43	61	69	44	54	65	48
	Mathematics	--	--	--	100	57	51	63	69	55	64	78	57	54	81	61
3	Reading	--	59	47	100	51	47	74	54	48	50	46	50	59	45	50
	Language	--	67	49	100	57	51	77	59	54	58	53	56	63	60	57
	Mathematics	--	65	46	100	65	49	82	56	52	57	53	54	63	60	56

∨ **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	43	49
Grades 3-4	***	***

*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

Safety assemblies are held for all grade levels. The campus is secured with locked gates and a visitor pass system, including locked doors, that open on a buzzer system, from the visitor area to the campus. There is a Discipline Plan outlined in the Parent-Student Handbook which is enforced in a firm, fair and consistent manner. Students are acknowledged in a positive manner for being good citizens.

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	\$2,451	\$1,750,693
Classroom Supplies	\$62	\$44,572
Administration	\$404	\$288,454
Support Services-Students	\$147	\$105,012
Other Support Services and Operations	\$520	\$371,707
Total Expenditures- All Categories 2000-2001	\$3,584	\$2,560,438

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	John Dalmolin	(623) 842-3889	
Transportation Policy	John Dalmolin	(623) 842-3889	
Community Resources	John Dalmolin	(623) 842-3889	
School Nutrition Programs	Cafeteria Manager	(623) 842-3889	
Parent Organization	PTO President	(623) 842-3889	
Student Health/Nurse	School Nurse	(623) 842-3889	

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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