

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Del Rio Elementary School

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

Chino Valley Unified District
1036 N. Rd 1 West, Chino Valley, AZ 86323
Mailing Address: P.O. Box 225, Chino Valley, AZ 86323-0225

Principal: Mr. Kent Evans

Schedule: 7:15 AM to 3:15 PM

Web Address: www.cvsd.k12.az.us

E-mail: Unpublished or Unavailable

Grades: Pre-K-5

2002 Enrollment: 615

Phone: (928) 636-4414

Fax: (928) 636-6215

∨ School Overview ∨

Mission

Del Rio School represents all stakeholders in the education of all children in our school. We are dedicated to improving the educational process by which all children will achieve their highest potential academically, socially, emotionally and physically.

Organization and Philosophy

- w Self-contained Classrooms
- w Site-based Decision Making
- w Basic Skills/Phonics Emphasis
- w Technology Applications Emphasis

Instructional Programs

- w At-risk/Special Ed. Preschool
- w ELL/Title I/Special Education
- w Gifted Program
- w Phonics-based Reading
- w All-day Kindergarten
- w Fine Arts/PE/Technology
- w Advanced Art/Music
- w Afterschool Tutoring

School/Academic Goals

- w Competency in reading, reading comprehension, language, spelling, writing and mathematics, as determined by schoolwide standard assessments; and attainment of 70% mastery, or higher, of the Arizona Academic Standards.
- w Consistently high attendance with a minimum of student tardies to foster good work habits and commitment.
- w Applied knowledge of the world and the environment through social studies, health, science, PE and the arts.
- w Maintain and enforce a safe, equitable, nurturing environment that encourages citizenship and cooperation.

Enrollment

October 1, 2001 School Year Student Enrollment:	615
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	642

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)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Schoolwide Programs
- w Curriculum Development/Implementation
- w School Safety Issues
- w Buildings/Grounds/Transportation
- w Parent/Educator Relations
- w Budget

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	2.00	Teacher Aide	22.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Maintain a safe, secure environment; provide effective instruction for academic skills; publicize school events through various media; familiarize parents with curriculum, classroom procedures/expectations; model appropriate dress/behavior; conduct parent/teacher conferences; maintain confidentiality of student information; provide supplemental academic instruction for at-risk, special education and gifted students; and enforce school board policies.

Parents

Support & follow school policies; help child develop a positive attitude toward learning; share responsibility with teacher to develop proper student behavior; ensure regular attendance & punctual arrival at school; communicate daily with child about school & homework; communicate any changes affecting child's physical or emotional well-being; ensure adequate nightly sleep & regular nutritional meals; provide socially acceptable level of cleanliness & appropriate clothing for weather.

∨ **Transportation Policy** ∨

Bordered by Drake Road to the north, Prescott Airport to the south, Coyote Springs to the east and Williamson Valley Road to the west, our district covers approximately 403 square miles. Although transportation is not required, the district transports about 1,700 students to and from school each day. The district follows all state and federal guidelines and transports all special education children from age 3 and up.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/6/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	6/6/03

Operates on Extended Schedule

Report Card Release Dates

10/22/02	1/7/03	4/1/03	6/6/03
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Additional Calendar/Report Card Information

Progress reports are issued at midterm of each nine-week grading period for all students who are achieving below 70% proficiency level in any subject. There is a two-week break at the end of each nine-week period.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 Primary/Intermediate Computer Labs	W Media Studio/Fine Arts Classrooms
W Gymnasium/Cafeteria/Athletic Fields	W Garden Study Area

Extracurricular Activities

W Student Council	W String Band (Guitar, Violin)
W Advanced Art/Art Club	W LAMAS (Library Media Assistants)
W Sports/Fitness	W Seasonal Intramural Sports/Open Gym
W Chorus/Music Club	W TV Studio Assistants

School/Community Resources

W Breakfast Program	W Lunch Program
W Recreational Activities	W AYSO Soccer
W YMCA Summer Express	W YMCA Afterschool Child Care
W Scouts/Little League Baseball	W PTO Activities

∨ 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 Curriculum has been developed for K-5 grades; textbooks have been adopted which support alignment with the Arizona Academic Standards and development of higher-order thinking skills.</p> | <p>W Teachers have focused on teaching higher-order thinking skills by teaching the scientific process. One measurement of success was in the increased quality of Science Fair projects and increased number of winners at the regional level.</p> |
| <p>W Students participated in Reading Counts!, K-1 Take Home Reading programs, DARE, afterschool tutoring, musical programs, poetry contests, Geography Bees, Yavapai County Spelling Bee and art displays.</p> | <p>W To meet the Arizona Academic Standards, curriculum is continually reviewed for improvement. Gains in grade equivalency are measured for all students in spelling, reading comprehension, math facts, writing, science and social studies.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	18.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.6 %	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
Regional Science Fair Winners	2002
Best of Show - County Fair (Art Award)	2002
Arizona Commission of the Arts Grant	2001
Wells Fargo Science/AZ Geographic Alliance Grants	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	84	535	0%	5%	64%	31%
	School State	58840	524	9%	17%	45%	29%
Writing	School	84	553	0%	6%	80%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	83	521	4%	33%	41%	23%
	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	115	517	4%	17%	52%	26%
	State	61305	505	21%	20%	43%	15%
Writing	School	116	542	2%	18%	55%	25%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	115	514	5%	32%	15%	48%
	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	--	--	--	--	--	--	--	--	--	100	62	60	--	--	--
2	Reading	--	--	--	100	60	50	100	66	52	100	62	53	88	61	57
	Language	--	--	--	100	47	40	100	52	43	100	53	44	90	49	48
	Mathematics	--	--	--	100	50	51	100	61	55	100	62	57	86	61	61
3	Reading	89	51	47	100	53	47	100	53	48	92	70	50	91	65	50
	Language	88	50	49	100	55	51	100	60	54	96	74	56	95	66	57
	Mathematics	91	47	46	100	54	49	100	51	52	96	72	54	93	64	56
4	Reading	85	58	53	100	65	54	95	65	54	99	67	55	88	76	55
	Language	93	45	47	100	53	49	100	52	48	99	58	50	85	66	50
	Mathematics	92	48	51	100	63	54	98	60	55	100	66	57	89	74	58
5	Reading	--	--	51	--	--	51	91	69	51	96	73	51	86	68	53
	Language	--	--	42	--	--	44	89	60	45	99	67	45	84	63	47
	Mathematics	--	--	51	--	--	54	94	64	55	100	68	57	84	70	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	71	69
Grades 3-4	84	79
Grades 4-5	74	68
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

We provide consistent adult supervision of students; instruction in various safety and prevention programs by local authorities such as DARE and Here's Looking at You 2000; instruction on tobacco/drug use prevention; employment of a District Coordinator to strictly monitor volunteers; enforcement of policies on weapons, violence, drugs and our schoolwide Discipline Plan; instruction on regular health curriculum topics and adherence to an established Emergency Plan.

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	\$2,118	\$1,339,731
Classroom Supplies	\$25	\$15,608
Administration	\$375	\$237,387
Support Services-Students	\$101	\$63,863
Other Support Services and Operations	\$519	\$328,226
Total Expenditures- All Categories 2000-2001	\$3,137	\$1,984,815

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	Kent Evans	(928) 636-4414	
Transportation Policy	Jeff Lambert	(928) 636-2305	
Community Resources	Kent Evans	(928) 636-4414	
School Nutrition Programs	Beth Williams	(928) 636-7461	
Parent Organization	Pam Messenger	(928) 636-4414	
Student Health/Nurse	Nicole Fahrung	(928) 636-4414	

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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