

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Alice Byrne Elementary School

Yuma Elementary District  
811 W. 16th Street, Yuma, AZ 85364-5592

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

**Principal:** Mrs. Julie Peach  
**Schedule:** 7:30 AM to 3:30 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [abeach@yumaed.org](mailto:abeach@yumaed.org)

**Grades:** K-6  
**2002 Enrollment:** 293  
**Phone:** (928) 782-9585  
**Fax:** (928) 782-1942

## ∨ School Overview ∨

### Mission

Programs and activities at this school are based on a philosophy that believes children are valued members - now as students, later as leaders - of the community. Because each child, along with his/her individual strengths and needs, is valued within the community of the school, our program is not limited to teaching factual information. Students are given the opportunity to discuss ideas; to solve problems cooperatively; to make decisions and to take responsibility for their actions.

### Organization and Philosophy

- w Integrated Thematic Instruction
- w Brain-based Methodology
- w Team Teaching Among/Across Grade Levels
- w Customized Instruction for Student Needs

### Instructional Programs

- w Gifted
- w Guided Reading Strategies
- w English as a Second Language
- w Title I
- w CLIP Instruction
- w All Day Kindergarten

### School/Academic Goals

- w Design teaching strategies that enhance our curriculum by addressing the multiple intelligences and provide optimal learning opportunities for each student.
- w Provide staff development opportunities that focus on reading, writing, math, and areas of the curriculum as determined by the Arizona Academic Standards and District One Core Curriculum Goals and Objectives.
- w Eighty-five percent (85%) of our parents will participate in a minimum of four on-campus activities with students and staff by the end of the 2002-03 school year.
- w We will maintain a safe teaching and learning environment for students and staff by consistently implementing discipline procedures as outlined by our District Discipline Matrix and building level procedures.

### Enrollment

October 1, 2001 School Year Student Enrollment:	333
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	93

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

**Council Duties**

- w Parent/Educator Relations
- w Advisory Committee for Budget Concerns
- w School Visionaries
- w Parent Liaisons
- w Community Liaisons

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	0.00	Teacher Aide	6.00

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

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

∨ **Shared Responsibilities** ∨

**School**

It is the responsibility of Alice Byrne to provide a caring, secure and safe environment for all students. We foster cooperation among students by teaching them to recognize and appreciate individual differences. We must challenge students to become caring and responsible citizens in a global society. We pledge to provide a wide range of opportunities to enable students to meet state and district academic goals and objectives.

**Parents**

It is the responsibility of parent(s) and/or guardians of Alice Byrne School students to prepare their children for the school day. We ask that they communicate with the school and take an active part in the education of their children. Parents cooperate in the school's effort by ensuring maximum attendance of their children, requiring that children cooperate in the educational endeavors of the school and fostering an attitude of respect and responsibility.

∨ **Transportation Policy** ∨

Transportation by school bus is provided for students living one mile or more from our school. In addition, students living in the Alice Byrne attendance area who live on the other side of busy thoroughfares, such as Avenue A, are given the opportunity for district transportation.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 5 hrs. 30 min.      **Last Day of School:** 5/30/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/17/02                      12/19/02                      3/20/03                      5/30/03

**Additional Calendar/Report Card Information**

Parent/Teacher conferences are held during the first and third midterm reporting periods. Our goal is to improve academic growth through the conferencing process. Conferences provide an opportunity for teachers and parents to work together to meet the needs of the child. This meeting allows teacher and parents to share information and work toward a common goal. Conference times are offered in both the afternoon and evening hours.

∨ **Resources Available at School Site** ∨

**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.

**Special Facilities**

- W Small Neighborhood School/Family Environ
- W Keyboarding Studio
- W Media Center/iBook Computer Lab
- W Garden/Tortoise Sanctuary/Ponds/Aviary

**Extracurricular Activities**

- W Band for 5th and 6th Grades
- W Odyssey of the Mind Gifted Program
- W Student Council

**School/Community Resources**

- W Health Services
- W Voter Registration
- W School Counselor
- W DARE
- W 6th Grade 4-H Club
- W Girl Scout/Brownie Troops/Boy Scouts
- W Parenting Assistance
- W Summer School

## ∨ 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 Highly involved and active parent participation as evidenced by attendance at evening conferences, and schoolwide functions.</p> | <p>w Our focus on the Arizona Academic Standards as it relates to instruction and ongoing professional development has increased student achievement.</p>   |
| <p>w Increase in academic success, as evidenced by district-level assessment, AIMS scores and the Stanford 9.</p>                     | <p>w Character education via Life Skills and Lifelong guidelines, coupled with high accountability of student behavior, has reduced discipline incidences. Administration spends very little time dealing with discipline issues.</p> |

### 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>	23.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.7 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	7.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.2 %	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
City Math Challenge Team - 1st Place	2000
Yuma County Teacher of the Year K-8	2000
Yuma County Teacher of the Year Gr. 4-6	2000
Yuma County Teacher of the Year Gr. 4-6	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>	<b>43</b>	<b>524</b>	<b>0%</b>	<b>9%</b>	<b>72%</b>	<b>19%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>42</b>	<b>558</b>	<b>0%</b>	<b>12%</b>	<b>64%</b>	<b>24%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>42</b>	<b>543</b>	<b>0%</b>	<b>14%</b>	<b>36%</b>	<b>50%</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>49</b>	<b>497</b>	<b>37%</b>	<b>24%</b>	<b>33%</b>	<b>6%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>49</b>	<b>499</b>	<b>22%</b>	<b>29%</b>	<b>41%</b>	<b>8%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>54</b>	<b>488</b>	<b>11%</b>	<b>52%</b>	<b>13%</b>	<b>24%</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	--	--	--	--	--	--	--	--	--	98	49	60	--	--	--
2	Reading	--	--	--	100	44	50	100	52	52	93	55	53	89	51	57
	Language	--	--	--	100	36	40	100	42	43	98	44	44	91	41	48
	Mathematics	--	--	--	100	35	51	100	46	55	95	60	57	77	67	61
3	Reading	92	33	47	100	44	47	100	54	48	87	42	50	100	54	50
	Language	94	35	49	100	54	51	100	67	54	87	51	56	100	59	57
	Mathematics	96	41	46	100	67	49	100	77	52	94	58	54	94	72	56
4	Reading	100	44	53	100	43	54	95	56	54	83	64	55	77	53	55
	Language	100	38	47	100	37	49	98	51	48	86	55	50	77	48	50
	Mathematics	100	39	51	100	53	54	100	66	55	94	73	57	89	63	58
5	Reading	100	41	51	100	44	51	88	50	51	87	55	51	86	55	53
	Language	100	34	42	100	33	44	90	38	45	89	47	45	86	47	47
	Mathematics	100	53	51	100	46	54	98	50	55	92	62	57	93	59	59
6	Reading	100	59	53	100	48	54	87	52	53	87	47	54	89	66	56
	Language	100	39	41	100	38	44	89	35	44	87	33	45	89	57	47
	Mathematics	100	76	57	100	70	59	95	60	60	93	62	63	96	79	65

∨ **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>70</b>	<b>82</b>
<b>Grades 3-4</b>	<b>74</b>	<b>90</b>
<b>Grades 4-5</b>	<b>63</b>	<b>45</b>
<b>Grades 5-6</b>	<b>91</b>	<b>91</b>
<b>Grades 6-7</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**

Crisis Management Prevention Portfolios have been provided for every member of our staff. Meetings have been held to review the procedures that we will implement in a crisis situation. On-site safety drills are conducted with students and staff monthly to provide opportunities to practice procedures. Administration and staff make students accountable for their actions. All infractions that relate to our District Discipline Matrix are dealt with.

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	\$2,095	\$778,229
Classroom Supplies	NDS	NDS
Administration	\$425	\$157,940
Support Services-Students	\$116	\$42,981
Other Support Services and Operations	\$615	\$228,404
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>	Juli Peach	(928) 782-9585	
<b>Transportation Policy</b>	Robert Filby	(928) 341-9076	
<b>Community Resources</b>	Cathy Johnston	(928) 782-9585	
<b>School Nutrition Programs</b>	Karen Johnson	(928) 783-8894	
<b>Parent Organization</b>	Lynn Redondo	(928) 782-9585	
<b>Student Health/Nurse</b>	Shirley Rodriguez	(928) 782-9585	

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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