

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Desert Sonora Elementary School

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

Somerton Elementary District

301 N. Carlisle Avenue, Somerton, AZ 85350-3200

Mailing Address: P.O. Box 3200, Somerton, AZ 85350-3200

Principal: Miss Celine Marie Fernandez M.ED.

Schedule: 7:00 AM to 4:00 PM

Web Address: www.somerton.k12.az.us/DSS/index.html

E-mail: cfernan@somerton.k12.az.us

Grades: Pre-K-5

2002 Enrollment: 470

Phone: (928) 627-6300 x 6305

Fax: (928) 627-6390

∨ School Overview ∨

Mission

We at Desert Sonora Elementary School believe that when school, home and community unite we will achieve our personal best.

Organization and Philosophy

- w Traditional
- w Back-to-Basics
- w Multiage/Team Teaching/looping
- w Self-contained Classroom

Instructional Programs

- w Advanced Placement
- w On-site Special Education
- w Gifted
- w Schoolwide Title I
- w Cooperative Learning
- w 8 Step Process
- w Integrated Curriculum
- w MINDS-Meeting Ind. Needs of Diverse Stu.

School/Academic Goals

- w Increase achievement and test scores in basic skills: Math, language arts. Increase staff development opportunities in basic skills: Math, language arts.
- w Incorporate a bully-proof campus via character education curriculum. Implement School Safety Patrol.
- w Increase community/parent involvement in school programs. Implement school uniform policy for all grades as requested by parents.
- w Continue the development of the schoolwide behavior plan in conjunction with life skills. Emphasize respect among the student body as per the survey of 2001.

Enrollment

October 1, 2001 School Year Student Enrollment:	481
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	10

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)
- 6 Teacher(s)
- 6 Parent(s)
- 6 Community Member(s)
- 4 Student(s)

Council Duties

- w Student Discipline
- w Instructional Strategies
- w School Safety Issues
- w Parent/Educator Relations
- w Extracurricular Issues
- w School Pride

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	3.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	2	4	0	0
7 to 9 years	5	7	0	0
10 or more years	12	7	0	0

∨ **Shared Responsibilities** ∨

School

Parent/Teacher meetings/conferences. Parent/Student Handbook. Parent Campus. Attendance policies. Progress reports. Monthly parent meetings with speakers on child-parent relationships. Techniques to conduct conferences. Parent/Student compacts. Safe Schools. Drug abuse prevention. Medication for ADHD students. Directed Instruction. Transportation. Crisis Response Plan.

Parents

Student attendance, proper clothing, homework assistance for children. Provide proper medication and dental care. Attend parent meetings. Attend Parent-Teacher conferences. Provide uniforms for needy families. Participate in the Crisis Response Plan, Kids Care.

∨ **Transportation Policy** ∨

Transportation is a privilege extended to district students & is not a statutory requirement except for necessary transportation of handicapped students. The board authorizes regular school bus transportation to/from school for Sp Ed students whose handicapping conditions require transportation per their respective IEP; students living within 1 mile of the school where hazardous/difficult routes exist & where other arrangements cannot be provided; students who live more than 1 mile from school.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/13/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/15/02	1/8/03	3/20/03	5/30/03
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Additional Calendar/Report Card Information

Special Education students receive some of their grades from their resource teacher. The non-special education teacher may write modified in the report card if the student's work is modified or accommodations have to be made.

∨ 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 Library/Media Center
W Outdoor Amphitheater	W Gymnasium

Extracurricular Activities

W Afterschool Intervention Program	W Student Council
W Choir	W Sports
W Dance	W Special Olympics
W Track and Field	W Orchestra

School/Community Resources

W Afterschool Program	W Literacy Classes
W Clothing/Food Banks	W Counseling Services
W Citizenship Classes	W Recreational Activities
W Legal Services	W Adult Education/GED

∨ 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 Stanford 9 (2002) Schoolwide scores showed an increase in stanines in all grades in math. The fourth and fifth grades showed marked increase in reading comprehension.</p> | <p>W Student attendance increased over 1999-2000 school year. The school year 2001-01 again had an increase in attendance meeting our district/school goal.</p> |
| <p>W Parent involvement has increased due to programmed guest presenters on parenting. Grade-level parent meetings provide more contact with more parents.</p> | <p>W Implemented school uniform policy. Has begun the process for North Central Accreditation. This year in October the NCA team will make the first onsite visitation.</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	9.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.8 %	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
Young Authors' Fair	1998
Red Ribbon Award	1999
CHAMPS/DARE/GREAT	1999
Model Gardening Program	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	School 52	493	15%	44%	38%	2%
	State	58840	524	9%	17%	45%	29%
Writing	School	52	513	12%	25%	60%	4%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	52	491	8%	54%	31%	8%
	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	47	501	21%	28%	40%	11%
	State	61305	505	21%	20%	43%	15%
Writing	School	46	521	17%	20%	43%	20%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	49	485	14%	47%	12%	27%
	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	--	--	--	--	--	--	--	--	--	24	40	60	--	--	--
2	Reading	--	--	--	--	--	50	70	**	52	16	41	53	22	45	57
	Language	--	--	--	--	--	40	75	**	43	18	24	44	22	49	48
	Mathematics	--	--	--	--	--	51	65	**	55	16	56	57	22	66	61
3	Reading	100	18	47	100	22	47	100	51	48	18	30	50	64	26	50
	Language	100	24	49	100	29	51	99	74	54	19	43	56	67	44	57
	Mathematics	100	21	46	100	25	49	100	65	52	16	51	54	71	43	56
4	Reading	84	23	53	100	24	54	88	32	54	69	54	55	66	43	55
	Language	97	22	47	100	24	49	93	46	48	73	59	50	68	50	50
	Mathematics	95	28	51	100	26	54	99	50	55	77	56	57	67	61	58
5	Reading	94	28	51	100	27	51	100	24	51	71	37	51	62	51	53
	Language	95	29	42	100	26	44	100	34	45	71	46	45	62	58	47
	Mathematics	95	30	51	100	25	54	100	32	55	75	47	57	61	65	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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	73	45
Grades 3-4	*	*
Grades 4-5	72	78
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

Besides the Safety Patrol that has been implemented to help with traffic flow, the students now wear a school uniform at the request of the parents. One of the main reasons cited was for security and safety of the students. Letters from the administrative office are sent to parents regularly alerting them to potential traffic problems, construction or any other situation that may result in harm to the students. All gates are locked except the front entrance. Visitors must get a pass to visit.

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 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	\$2,302	\$1,023,945
Classroom Supplies	\$29	\$12,831
Administration	\$559	\$248,588
Support Services-Students	\$164	\$73,045
Other Support Services and Operations	\$749	\$333,373
Total Expenditures- All Categories 2000-2001	\$3,803	\$1,691,782

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	Celine Fernandez	(928) 341-6305	6305
Transportation Policy	Maria Villareal	(928) 341-6060	6060
Community Resources	Celine Fernandez	(928) 341-6305	6305
School Nutrition Programs	Paul Filby	(928) 341-6423	6423
Parent Organization	Angel Luna	(928) 627-6300	6300
Student Health/Nurse	Patricia Gonzalez	(928) 341-6315	6315

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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