

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Rancho Viejo Elementary School

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

Crane Elementary District
930 Avenue C, Yuma, AZ 85364

Principal:
Schedule: 7:15 AM to 3:45 PM
Web Address: www.familyeducation.com/az/crane_elementary
E-mail: hcoffeen@apscc.org or cjerpset@apscc.org

Grades: K-6
2002 Enrollment: 1103
Phone: (928) 373-3800
Fax: (928) 783-4500

∨ School Overview ∨

Mission

A Standards-based curriculum provides Rancho Viejo students with opportunities for high quality instruction in a caring, safe environment. We emphasize the lifeskills of responsibility, cooperation and kindness. Each student is encouraged to do his/her personal best. We are sensitive to our students' needs and committed to providing them our very best efforts. Our decisions are guided by what is best for students so they may develop academically and socially into effective citizens.

Organization and Philosophy

- w Standards-based Curriculum
- w Assessment-driven Instruction
- w 8 Steps to Quality Performance
- w Year-round Education

Instructional Programs

- w Research-based 4 Block Literacy Model
- w Six Trait Writing Instruction
- w National Math Standards Focus
- w Schoolwide Organizational Notebook Req.
- w Model and Practice Lifeskills
- w English as a Second Language Support
- w On-site Special Education
- w Community-wide Mentors/Volunteers

School/Academic Goals

- w Improve student academic performance in reading by focusing reading instruction on the Arizona Academic Standards and emphasizing reading at home.
- w Improve students' writing skills using 6 x 6 Trait writing rubric and encourage writing activities at school and at home.
- w Improve student math skills by focusing instruction on the Arizona Academic Standards in the six strands of number sense: data analysis; patterns, algebra and functions; geometry; measurement; and mathematic structures/logic.
- w Create stronger school/home partnerships to provide Kindergarten, first and second grade parents with an introduction to school; improve daily attendance; provide parent classes and offer volunteer opportunities.

Enrollment

October 1, 2001 School Year Student Enrollment:	1090
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	7

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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Reporting Standards to Parents
- w Funding Equity for Poor Schools
- w School Safety Issues
- w Support for Reading Site Incentive Plan
- w Parent/Educator Relations
- w Fundraising for School Park Area

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	65.00
Other Professional Staff	6.80	Teacher Aide	9.92

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	33	2	0	0
4 to 6 years	5	2	0	0
7 to 9 years	4	1	0	0
10 or more years	10	11	0	0

∨ **Shared Responsibilities** ∨

School

The Rancho Viejo School/Parent Compact asks that staff provide a meaningful and challenging academic curriculum based on the Arizona Academic Standards; frequent communication with parents about each student's progress, and school and state curriculum standards; a safe, caring environment in which all students can succeed; support for parents in developing responsible student behaviors; parent/adult connections to community support services and appropriate daily homework.

Parents

The Rancho Viejo School/Parent Compact seeks parents to model Lifeskills and Guidelines for Daily Living; see that their children go to school every day, on time, prepared with enough sleep, assignments completed to personal best; spend time each day with their children reading, writing, talking or listening; see that their child follows school rules; attend parent conferences twice a year; set up a quiet time for children to study.

∨ **Transportation Policy** ∨

The Crane Elementary School District provides transportation for pupils in compliance with state law and regulations. Students who reside in the district and whose place of residence is more than one mile from Rancho Viejo School are eligible to ride the bus. Bus riding is a privilege which may be suspended if students do not follow safety rules.

∨ **Calendar Information** ∨

Number of Instruction Days: 178 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 6/25/03
Operates on Year-round Schedule

Report Card Release Dates

10/7/02 1/15/03 3/24/03 6/25/03

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 - 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 Computer Lab for Students W Head Start Preschool
- W Library and Research Room W Book Exchange

Extracurricular Activities

- W Homework Help/Book Exchg. Before School W Afterschool Tutoring
- W Brownie Troop W Junior Girl Scout Troop
- W Sports Clubs: Soccer/Football/Baseball W Afterschool Gifted
- W Grade-level Field Trips (3rd-6th) W Student Council

School/Community Resources

- W Parents Anonymous Liaison W YRMC School-based Health Center
- W Adult Education ESOL

∨ 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 AIMS assessments show achievement in math just below the state average in 3rd grade and 14 percentage points above the state average in 5th grade.</p> | <p>W Our AIMS writing score of those students meeting or exceeding the standard increased in 3rd grade from 52% to 63% and in 5th grade from 28% to 43%.</p> |
| <p>W AIMS assessments show achievements in reading for 3rd grade and 5th grade students at the state average.</p> | <p>W Standards-based planning, instruction and assessment.</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	29.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	18.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.9 %	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
NIE Teacher of the Year	2002
Successful Elem School Selected by Bill Gates Institute	2001
Only Crane School Sel. for Career Ladder Incentive Plan	2001

∨ 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	91	507	15%	24%	46%	14%
	State	58840	524	9%	17%	45%	29%
Writing	School	88	526	15%	20%	53%	11%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	87	508	11%	31%	39%	18%
	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	87	500	21%	20%	53%	7%
	State	61305	505	21%	20%	43%	15%
Writing	School	84	495	23%	32%	36%	10%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	87	508	7%	36%	18%	39%
	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	--	--	--	--	--	--	--	--	--	53	45	60	--	--	--
2	Reading	--	--	--	100	33	50	59	28	52	48	33	53	34	41	57
	Language	--	--	--	100	18	40	65	16	43	49	23	44	34	26	48
	Mathematics	--	--	--	100	30	51	67	26	55	49	50	57	35	38	61
3	Reading	100	30	47	100	22	47	81	26	48	62	21	50	56	26	50
	Language	100	25	49	100	18	51	83	36	54	62	29	56	58	39	57
	Mathematics	100	23	46	100	23	49	83	35	52	64	34	54	57	48	56
4	Reading	100	38	53	100	35	54	74	33	54	68	35	55	57	30	55
	Language	100	34	47	100	38	49	81	29	48	70	36	50	60	37	50
	Mathematics	100	31	51	100	39	54	82	38	55	70	60	57	60	47	58
5	Reading	100	25	51	100	29	51	87	29	51	66	27	51	51	37	53
	Language	100	28	42	100	26	44	90	29	45	68	32	45	52	40	47
	Mathematics	100	36	51	100	37	54	90	36	55	68	51	57	51	71	59
6	Reading	100	32	53	100	35	54	88	32	53	62	36	54	53	41	56
	Language	100	24	41	100	25	44	89	25	44	62	32	45	53	37	47
	Mathematics	100	31	57	100	37	59	89	44	60	64	67	63	54	74	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 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	61	63
Grades 3-4	83	77
Grades 4-5	90	84
Grades 5-6	87	99
Grades 6-7	***	***

*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 model and practice Life Skills of cooperation and kindness, responsibility and integrity, problem solving and common sense, and personal best and effort. DARE officers provide instruction and teachers provide safety and prevention instruction through the health curriculum.

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	\$2,722	\$3,055,731
Classroom Supplies	\$21	\$23,384
Administration	\$617	\$692,813
Support Services-Students	\$152	\$170,321
Other Support Services and Operations	\$589	\$661,336
Total Expenditures- All Categories 2000-2001	\$4,100	\$4,603,585

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	Coffeen/Jerpseth	(928) 373-3800	
Transportation Policy	Margaret Wapler	(928) 373-3465	
Community Resources	Fran Rodriguez	(928) 373-3803	
School Nutrition Programs	Naomi Ginn	(928) 373-3834	
Parent Organization	NDS		
Student Health/Nurse	Hern/Magdalen	(928) 373-3816	

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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