

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Arizona Desert Elementary School

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

Gadsden Elementary District
1245 S. Main Street, San Luis, AZ 85349
Mailing Address: P.O. Box 6870, San Luis, AZ 85349

Principal: Mr. Richard Brinton West
Schedule: 6:30 AM to 6:00 PM
Web Address: ads.echalk.com
E-mail: Unpublished or Unavailable

Grades: K-6
2002 Enrollment: 1285
Phone: (928) 627-6940
Fax: (928) 627-4692

∨ School Overview ∨

Mission

Our mission is to provide equal instruction focused on a better and successful future for our students by means of a student-centered education in conjunction with the educational personnel.

Organization and Philosophy

- w Traditional School Calendar
- w Enrollment Caps for Each Grade Level
- w Self-contained Classrooms
- w ESL Classrooms

Instructional Programs

- w 4 Blocks Literacy
- w ESL
- w Gifted Program
- w On-site Special Education
- w Integrated Curriculum/Instruction
- w Title I
- w Accelerated Reader Program
- w Language Arts and Math Benchmarks

School/Academic Goals

- w Math and Language Arts Standards are taught according to a benchmark system to ensure all standards are introduced. Students are then assessed four times per year to see if the student has mastered the Standards.
- w Bring all students to grade level or higher in reading, language and math.
- w Structure staff development to help teachers meet curriculum alignment and attain goals in language, reading and math.
- w Increase parent and community involvement in school activities and goals.

Enrollment

October 1, 2001 School Year Student Enrollment:	1278
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	1280

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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- w Review Literature and Data
- w Parent Involvement
- w Assist in Meeting School Board Goals
- w Curriculum Development
- w Review Crisis Management and Discipline
- w Develop Parent Classes

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	56.00
Other Professional Staff	2.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	30	0	0	0
4 to 6 years	4	5	0	0
7 to 9 years	1	4	0	0
10 or more years	3	4	0	0

∨ **Shared Responsibilities** ∨

School

Provide a child-centered environment. Implement developmentally appropriate instruction. Promote multicultural awareness. Establish high academic goals. Promote a safe and positive atmosphere where each student can be successful. Inform parents and the community through bi-weekly newsletters, parent-teacher conferences, mid-quarter progress reports, report cards and individual conferences with parents.

Parents

A school district-required dress code requires parents to have students dress appropriately each school day. Parents are encouraged to have children attend school each day. Parents are aware of state Attendance Laws. Parents are required to review and sign a Student Handbook. Parents are provided a handbook with rules and regulations. A PTA has been formed. Each parent is required to attend at least one parent-teacher conference annually.

∨ **Transportation Policy** ∨

The district will provide regular school bus transportation to and from school for students in K, 1st, 2nd, and 3rd grades who live within the attendance zone. Students in the 4th, 5th, and 6th grades are provided transportation to and from school if they live more than one mile from the school. Students in grades 4, 5, and 6 who live less than a mile need to walk home only. Regular transportation is provided for students with disabilities as indicated in their IEP or a 504 Accommodation Plan.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/12/02
Average Daily Instruction Time:	5 hrs. 10 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/17/02	1/8/03	3/19/03	5/23/03
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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 School-based Health Clinic	W Computer Lab
W Media Center/Library	W Cafeteria/Gymnasium

Extracurricular Activities

W Cheerleading Group	W Guitar Group
W Current Events Challenge	W Chorus
W Student Council	W 5th/6th Grades Band
W Schoolwide Programs	W Fine Arts Evening

School/Community Resources

W Health Services	W School Bell
W PTA	W Migrant Parent Committee
W Parent Liaison	W Excel
W Counseling Services	W School-based Health Clinic

∨ 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 use of a curriculum alignment and an assessment program in Language Arts and Math for the 2001-02 school year. This program will allow staff to deliver Language Arts and Math Standards in a uniform manner and provide an assessment component.</p> <p>w Two staff members received Teach to the Future Grants and they work with over 40 school employees in bringing technology into the classroom.</p> | <p>w The school received funding through the Technology Learning Challenge Fund. This grant has allowed the campus to be upgraded technologically. Both students and staff utilize the upgraded equipment.</p> <p>w Math, reading, and language Stanford 9 scores increased from the 1999-2000 to the 2000-01 school year at grade level 2-6.</p> |
|--|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	19.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.3 %	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
School Recognized at ADE No Excuses Conf. Dec. 2000	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	118	488	35%	32%	27%	6%
	School State	58840	524	9%	17%	45%	29%
Writing	School	112	501	29%	21%	43%	6%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	114	492	14%	48%	29%	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

Grade 5

Reading	School	110	470	73%	20%	7%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	104	437	62%	28%	10%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	109	453	35%	48%	7%	10%
	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	--	--	--	--	--	--	--	--	--	11	18	60	--	--	--
2	Reading	--	--	--	--	--	50	18	11	52	21	21	53	5	30	57
	Language	--	--	--	--	--	40	23	5	43	22	14	44	5	14	48
	Mathematics	--	--	--	--	--	51	20	26	55	22	41	57	5	48	61
3	Reading	--	--	47	--	--	47	31	40	48	24	19	50	56	15	50
	Language	--	--	49	--	--	51	31	52	54	24	32	56	58	29	57
	Mathematics	--	--	46	--	--	49	31	69	52	24	38	54	58	50	56
4	Reading	--	--	53	--	--	54	76	17	54	27	20	55	57	15	55
	Language	--	--	47	--	--	49	84	24	48	28	22	50	63	19	50
	Mathematics	--	--	51	--	--	54	84	26	55	28	25	57	62	44	58
5	Reading	--	--	51	--	--	51	88	17	51	76	16	51	57	17	53
	Language	--	--	42	--	--	44	88	19	45	77	19	45	57	17	47
	Mathematics	--	--	51	--	--	54	89	27	55	77	26	57	57	37	59
6	Reading	--	--	53	--	--	54	95	21	53	73	23	54	60	28	56
	Language	--	--	41	--	--	44	96	20	44	73	24	45	64	27	47
	Mathematics	--	--	57	--	--	59	96	37	60	73	40	63	64	60	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	72	74
Grades 3-4	52	77
Grades 4-5	76	68
Grades 5-6	92	97
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

Security personnel stationed at school boundary gates. The use of a schoolwide program called Project Wisdom. This program has several components. Daily messages, writing and reward certificates. The messages have varying themes to build character by encouraging ethical thinking and building self-esteem. A Crisis Management Plan to help prepare school for a variety of emergencies. All employees, visitors, and substitute teachers are required to wear ID badges.

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	\$2,111	\$2,521,236
Classroom Supplies	\$69	\$82,477
Administration	\$485	\$579,771
Support Services-Students	\$124	\$147,957
Other Support Services and Operations	\$387	\$462,353
Total Expenditures- All Categories 2000-2001	\$3,176	\$3,793,794

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	Richard Brinton West	(928) 627-6940	
Transportation Policy	Charles Juenger	(928) 627-6540	
Community Resources	Homero Chavez	(928) 627-6940	
School Nutrition Programs	Delia Gradias	(928) 627-6928	
Parent Organization	Olivia Arvizu	(928) 627-6940	
Student Health/Nurse	Rosie Figueroa	(928) 627-6920	

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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