

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Wallace Elementary School

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

Parker Unified School District
1201 16th Street, Parker, AZ 85344
Mailing Address: P.O. Box 1090, Parker, AZ 85344-1090

Principal: Mrs. Claudia Davies

Schedule: 7:30 AM to 4:00 PM

Web Address: parkerusd.k12.az.us

E-mail: cdavies@parkerusd.k12.az.us

Grades: 4-6

2002 Enrollment: 372

Phone: (928) 669-2141 x 1300

Fax: (928) 669-2515

∨ School Overview ∨

Mission

Our mission is to provide a stimulating environment that activates the student's interest in all aspects of the curriculum and encourages the student to seek his or her full potential. Wallace Elementary encourages communication among the staff, students, parents and the community for the benefit of our children. Based on the belief that all children can learn and be successful, we are dedicated to providing our students with the necessary tools for lifelong learning.

Organization and Philosophy

- w Active Learning Encouraged
- w 4th Grade Self-contained Classrooms
- w Grades 5 & 6 Team on All Subjects
- w Curriculum Mapping in all Grades

Instructional Programs

- w On-site Special Education and EL
- w Summer School
- w Gifted
- w Tutorials During the Instructional Day
- w Integrated Curriculum/Instuction
- w Title IX
- w Tutoring for All Students
- w Intersession Classes for All Students

School/Academic Goals

- w All students will achieve one year academic growth on the SAT 9. All fifth grade students must meet the standard for each skill test on the AIMS test.
- w Student reading levels are assessed quarterly and annually with Running Records. Students must achieve 70% mastery on a quarterly math assessment that is based on the AZ. benchmarks. If they do not, they are assigned to a class for extra help.
- w The attendance and tardy rate will improve this year.
- w Students will be expected to follow procedures for displaying good character in the classroom and the campus.

Enrollment

October 1, 2001 School Year Student Enrollment:	346
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	18

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

Council Duties

- w Staff Collaboration Time
- w Curriculum Development
- w Student Discipline
- w Parent/Educator Relations
- w Promotion/Retention Issues
- w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	0.00	Teacher Aide	9.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The parents/guardians of our students are provided with the Wallace Elementary Student Handbook, a monthly newsletter, mid-quarter progress reports and quarterly report cards. Parents may visit the classrooms as prearranged. A Behavior Modification Center assists students who need a time out. Newspaper articles and phone contacts contribute further communication between parents and school. Teachers strive to address a variety of learning styles and intelligences with active learning strategies.

Parents

Parents meet their responsibility to participate in the education of their children by ensuring they are present on time and ready to learn, by attending parent/teacher conferences and by supporting the school's discipline plan.

∨ **Transportation Policy** ∨

The general boundaries of the district parallel the Colorado River. We travel 18 miles up river and 43 miles down river from the town center with the farthest distance from the river being 8 miles. We transport 1,200 students and drive 1,900 miles on an average day.

∨ 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 More students are participating in our after school tutoring program.</p> | <p>W Student behavior has improved schoolwide.</p> |
| <p>W Teacher/parent communication has improved with the use of greater individual contacts with parents for positive reinforcement of students academic achievements and attendance.</p> | <p>W Students have a greater voice at the school through the newly formed student council.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	87.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	13.0 %	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
Red Ribbon Poster Contest Winners	2001
Rotary Teacher of the Year Award	2001
Odyssey of the Mind Contest	2002
A 5th grade student won the county Spelling Bee	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 ¹, 2001-02

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	109	499	21%	31%	41%	6%
	State	61305	505	21%	20%	43%	15%
Writing	School	105	508	12%	33%	46%	9%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	104	482	18%	46%	12%	24%
	State	61760	494	14%	40%	12%	34%

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

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												
4	Reading	92	47	53	100	45	54	96	56	54	91	44	55	83	39	55
	Language	93	42	47	100	39	49	100	50	48	96	43	50	85	38	50
	Mathematics	87	51	51	100	43	54	100	54	55	94	50	57	88	48	58
5	Reading	88	41	51	100	41	51	83	48	51	87	46	51	86	45	53
	Language	93	39	42	100	42	44	85	40	45	86	41	45	90	44	47
	Mathematics	91	37	51	100	46	54	81	45	55	89	48	57	84	51	59
6	Reading	80	44	53	100	39	54	93	44	53	86	42	54	85	45	56
	Language	82	35	41	100	31	44	90	38	44	83	34	45	82	37	47
	Mathematics	82	47	57	100	35	59	89	44	60	82	45	63	83	53	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 3-4	66	59
Grades 4-5	70	65
Grades 5-6	78	81
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

All visitors must check-in at the school office. Outside gates are locked during school hours. Counseling and character building instruction consistent across school. Safety drills are conducted monthly.

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).

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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	\$2,532	\$932,540
Classroom Supplies	\$31	\$11,535
Administration	\$722	\$265,712
Support Services-Students	\$394	\$145,276
Other Support Services and Operations	\$824	\$303,288
Total Expenditures- All Categories 2000-2001	\$4,503	\$1,658,351

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	Jamaca Davies	(928) 669-2141	1302
Transportation Policy	Pete Eldred	(928) 669-2446	
Community Resources	Claudia Davies	(928) 669-2141	1300
School Nutrition Programs	Caryn Bonds	(928) 669-2141	
Parent Organization	Parker PTA	(928) 669-2141	
Student Health/Nurse	Dawn Heise	(928) 669-2141	

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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