

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Davis Education Center

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

Davis Education Center
5660 S. 12th Ave., Tucson, AZ 85706
Mailing Address: P. O. Box 11039, Tucson, AZ 85734-1039

Administrator: Mr. Thomas Glenn, Jr.
Schedule: 7:30 AM to 4:00 PM
Web Address: www.deccs.org
E-mail: davis@deccs.org

Grades: K-8
2002 Enrollment: 200
Phone: (520) 722-8130
Fax: (520) 722-7089

∨ School Overview ∨

Mission

Davis Education Center is a learning community school that utilizes collaborative, trusting teams to manage its affairs and continue its imaginative, innovative, caring approach to integrated fine arts education.

Organization and Philosophy

- w Integrated fine arts with curriculum
- w DEC is a learning community school
- w Engage students in their own learning
- w DEC staff are caring and creative

Instructional Programs

- w Integrated Fine Arts/Curriculum
- w Full Day Kindergarten Program
- w Music and Art Courses
- w Computer Lab
- w Library

School/Academic Goals

- w Increase reading levels by training teachers to implement a Balanced Literacy Program in their classrooms.
- w Continue to integrate fine arts with the core curriculum to include dance, music theory, visiting artists and student performances within the community.
- w Create a more comprehensive science/math and integrated art program to increase math skills for AIMS scores.
- w Implement an after school tutoring program to aid students who need additional help with core subjects.

Enrollment

October 1, 2001 School Year Student Enrollment:	180
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	190

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

- 0 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	5.00	Teacher	14.00
Other Professional Staff	5.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

DEC will provide parents with a Student/Parent Policy Handbook accompanied by Parent/Student Orientations explaining DEC's expectations for a student's academic success and positive behavior while enrolled at DEC. Parents will be notified of student academic progress via quarterly report cards, progress reports, conferences, and phone. DEC will communicate with parents regarding their child/children's in school activities via newsletters, parent meetings, phone, website and email.

Parents

Parents will support the policies and expectations adhered to in the Student/Parent Policy Handbook and attend the Parent/Student Orientation. Parents will provide proper clothing and nourishment, transportation commitments, homework support, involvement in school goals and expectations, supporting school policies including dress codes and behavior codes, communicating regularly with the school and your child.

∨ **Transportation Policy** ∨

DEC will provide transportation for special education students on an as needed basis as required by Arizona State Statute

∨ 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 Creation of Student Congress so that students may have an active voice in the learning community.</p> | <p>W Creation of PTSO (Parent, Teachers and Student Organizaiton)to facilitate success for students and development of community based school.</p> |
| <p>W Completion of computer lab and T1 internet service. This is to be utilized as a student resource for fine arts, core subjects and training for basic computer skills.</p> | <p>W Student assessments implemented so that a Balanced Literacy program can be implemented.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	39.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	16.8 %	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
New facilities accommodating 300 students	2001
35 mm cameras & film award by Kodak to the Art Room	2002
ERATE Year 3 & 4 completion of computer lab	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	**	**	**	**	**	**
	School State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	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	11	476	64%	27%	9%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	11	472	36%	36%	27%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	11	444	45%	36%	18%	0%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	18	464	61%	17%	22%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	18	444	67%	28%	6%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	18	385	89%	11%	0%	0%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	100	61	60	--	--	--
2	Reading	--	--	--	100	16	50	100	**	52	25	--	53	31	**	57
	Language	--	--	--	100	9	40	100	**	43	66	6	44	38	11	48
	Mathematics	--	--	--	100	25	51	100	10	55	66	11	57	38	47	61
3	Reading	--	--	47	100	11	47	45	**	48	100	8	50	53	29	50
	Language	--	--	49	100	11	51	56	35	54	100	12	56	53	34	57
	Mathematics	--	--	46	100	8	49	100	10	52	100	8	54	53	46	56
4	Reading	--	--	53	100	31	54	58	43	54	100	24	55	38	21	55
	Language	--	--	47	100	23	49	51	34	48	100	24	50	43	24	50
	Mathematics	--	--	51	100	11	54	100	19	55	100	16	57	43	26	58
5	Reading	--	--	51	92	22	51	93	54	51	28	--	51	40	23	53
	Language	--	--	42	92	17	44	93	40	45	28	--	45	40	14	47
	Mathematics	--	--	51	92	16	54	100	32	55	28	--	57	40	23	59
6	Reading	--	--	53	100	26	54	60	22	53	100	39	54	50	15	56
	Language	--	--	41	100	22	44	60	7	44	100	25	45	50	11	47
	Mathematics	--	--	57	100	20	59	40	**	60	100	25	63	50	13	65
7	Reading	--	--	52	--	--	53	80	31	52	100	57	53	50	12	55
	Language	--	--	52	--	--	54	80	31	54	100	47	55	60	14	58
	Mathematics	--	--	53	--	--	55	43	25	56	100	39	58	60	13	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	79	24	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	83	11	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	83	16	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	*	*
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	*	*
Grades 6-7	*	*
Grades 7-8	*	*

*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

Davis Education Center utilizes a prevention program called Break Away. Break Away prevention keeps a focus on the condition of the school so that the staff can implement policies and procedures to ensure safety. Parent involvement is a key to preventing and resolving unacceptable student behavior. The Student/Parent Policy Handbook is utilized as a guideline regarding safety issues. DEC has a zero tolerance policy regarding drugs, weapons, assault and continual harassment of students.

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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
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
School Site Council	NDS		
Transportation Policy	NDS		
Community Resources	NDS		
School Nutrition Programs	Veronica Carr	(520) 722-8130	403
Parent Organization	Camille Brighten	(520) 722-8130	
Student Health/Nurse	Victoria Moreno	(520) 722-8130	105

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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