

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile ¹:

Alternative School

Pre-K - 2

New School

Lela Alston Elementary School

Isaac Elementary District
4006 W. Osborn Road, Phoenix, AZ 85019-3909

Principal: Mrs. Debbie Hutson

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: dhutson@isaaceld.k12.az.us

Grades: K-3

2002 Enrollment: 375

Phone: (602) 442-3000

Fax: (602) 442-3099

∨ School Overview ∨

Mission

Lela Alston Elementary School will provide all students, staff and community with a safe, caring, supportive environment which promotes high academic achievement and empowers students to become responsible, productive citizens. The staff will hold themselves accountable for improving academic success for the students by having high expectations and quality programming and instruction. The staff motto is Make Every Minute Count For Kids.

Organization and Philosophy

- w Traditional - Strong Academic Focus
- w Site-based Shared Decision Making
- w Individualized Instruction
- w Positive, Cooperative Environment

Instructional Programs

- w SEI - Language Acquisition
- w Inclusive Special Education
- w Title I Schoolwide Model
- w Full-day Kindergarten
- w Phonics-based Reading (Action Reading)
- w Guided Reading (Four Blocks Model)
- w Gifted
- w Afterschool Tutoring

School/Academic Goals

- w To provide a consistent focus on academic excellence with increased student learning in language arts and mathematics, while developing English language proficiency.
- w To establish a school culture, focusing on a safe and positive learning environment, which is based on a foundation of respect for all.
- w To prepare our students for the future by expanding and enhancing the use of technology as a tool for staff and student learning.
- w To develop the concepts of personal responsibility, citizenship, respect, and an appreciation of cultural diversity, in order to provide the most effective learning environment for students.

Enrollment

October 1, 2001 School Year Student Enrollment:	390
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	6

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

Council Duties

- w Curriculum - Program Development
- w Parent/Educator Relations
- w Budget
- w School Safety Issues
- w School Improvement Plan Format
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	0.50	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	6	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	2	0	0
10 or more years	3	10	0	0

∨ **Shared Responsibilities** ∨

School

Provide a community of learners where high academic standards are maintained, and each student's needs are met on an individual basis; honor and protect the rights of all students; recognize and respect multicultural diversity and encourage all parents to be involved in their child's education in a variety of ways; provide a positive, safe environment for children and staff; and keep an open line of communication between home and school through newsletters, progress reports and teacher contact.

Parents

Participate in the educational process by visiting the school on a regular basis, serving on the Site Council, PTO, and other committees; initiate communication with the school or classroom when indicated; reinforce student adherence to school rules and guidelines; monitor student's responsibility for completing all assignments related to his academic progress; provide a supportive home environment conducive to study and learning; and send students to school on time and ready to learn.

∨ **Transportation Policy** ∨

Due to the small attendance area, transportation is not provided for the general student body. Bus service is provided for special education students whose IEPs require it.

∨ Calendar Information ∨

Number of Instruction Days: 177 **First Day of School:** 7/22/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 6/3/03
Operates on Year-round Schedule

Report Card Release Dates

9/20/02 12/18/02 3/5/03 5/3/03

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 - 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 Multimedia Station in Library

W Peaceful Playground

Extracurricular Activities

W Afterschool Academic/Enrichment Program

W Girl Scouts

W Homework Help Club

School/Community Resources

W Lunch/Breakfast Programs

W Counseling Services

W Parenting Workshops

W Adult Education Classes

W Health Services

W Social Service Referral

∨ 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

- W Ninety-five percent of Alston's limited English proficient (LEP) students increased their language proficiency levels by at least one level on the IPT test.
- W All staff members have received training in the Action Reading Program and have participated in the project as a schoolwide endeavor to focus on reading achievement.
- W Three teacher grants through Wells Fargo and the Pappas Foundation were awarded to Alston for classroom literacy sets.

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	21.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.5 %	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
Wal-Mart Teacher of the Year Award to Alston Teacher	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 3		Number Tested	MS	FFB	A	M	E
Reading	School	54	499	22%	22%	44%	11%
	State	58840	524	9%	17%	45%	29%
Writing	School	53	507	21%	23%	55%	2%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	54	494	15%	35%	37%	13%
	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

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	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	--	--	53	33	56	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	33	49	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	33	61	61
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	46	32	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	46	43	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	47	53	56

∨ **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	76	95
Grades 3-4	***	***

*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

Many positive intervention programs are in place at Alston School. These include a schoolwide multicultural appreciation theme encouraging all students to get along, and much teaching on character issues and good citizenship. A schoolwide Safety and Emergency Plan is in place and practiced regularly. Visitors are required to sign-in and obtain identification badges upon entering the campus. Many parenting workshops are provided with a focus on child health and safety.

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 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	NA	NA
Classroom Supplies	NA	NA
Administration	NA	NA
Support Services-Students	NA	NA
Other Support Services and Operations	NA	NA
Total Expenditures- All Categories 2000-2001	NA	NA

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Debbie Hutson	(602) 442-3000	01
Transportation Policy	Kay Chisler	(602) 484-4104	
Community Resources	Becky Gallegos	(602) 484-4123	
School Nutrition Programs	Joan Chiarello	(602) 484-4711	
Parent Organization	Ruth Alcala	(602) 442-3000	07
Student Health/Nurse	Marty Martinez	(602) 442-3000	05

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."