

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mary McLeod Bethune School

Phoenix Elementary District
1310 S. 15th Avenue, Phoenix, AZ 85007-3805

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

Principal: Dr. Earl N. Epps
Schedule: 8:00 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: earl_epps@phxelem.k12.az.us

Grades: Pre-K-6
2002 Enrollment: 575
Phone: (602) 257-3830
Fax: (602) 257-2915

∨ School Overview ∨

Mission

We have highly prepared individuals to empower students to be life-long learners and productive members of society.

Organization and Philosophy

- w Self-contained Classrooms
- w Special Education & Resource Classrooms
- w Structured Immersion Classrooms
- w Early Career Education Development

Instructional Programs

- w Full-day Kindergarten
- w On-site Special Education
- w MicroSociety Program
- w Head Start Preschool
- w Speech
- w Before/After School Programs
- w Social Skills Programs

School/Academic Goals

- w To increase the National Percentile Rank in reading on the Stanford 9 in grades two through six by ten percentile points.
- w To increase the National Percentile Rank in language arts on the Stanford 9 in grades two through six by ten percentile points.
- w Given pre-post District Math CRT in the fall and the spring 2001-02 to grade levels K-6, students enrolled for 150 days will show growth in average number of correct items per grade level.

Enrollment

October 1, 2001 School Year Student Enrollment:	569
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	12

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

Council Duties

- w Business Partnerships
- w School Safety Issues
- w Budget
- w Extracurricular Activities
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	4.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	3	0	0
10 or more years	1	9	0	0

∨ **Shared Responsibilities** ∨

School

Staff will provide an orderly, structured and safe environment in which the students are free to learn; make the education of the whole child--body, mind and spirit--our priority; offer additional instructional time after school to any student who so requests it; inform parents of their children's progress and point to areas in which their children should improve; provide nutritional meals each day that school is in session full-time; respect the dignity of all students.

Parents

Parents will provide a quiet place for their child to do homework; show an interest in the homework and see to it that there's enough 'quiet time' for homework each evening and see that their child gets to school on time every day.

∨ **Transportation Policy** ∨

Bus transportation is provided by Phoenix Elementary School District #1.

∨ Calendar Information ∨

Number of Instruction Days: 179 **First Day of School:** 8/13/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/17/02 12/20/02 3/13/03 5/22/03

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 Computer Lab

W Media Center

W Micro-Society

Extracurricular Activities

W Basketball Teams

W Cheerleading

W Track Team

W Special Olympics

W Band/Orchestra

School/Community Resources

W Afterschool Program (City of Phoenix)

W Family Resource Room

W Parent Classes

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

W Student achievement goals were accomplished in 60% of the categories on the Stanford 9; however, progress was achieved in 73% of the Stanford 9 categories.

W The students, as a whole school, have achieved 2nd quartile status in all three subjects of Reading, Language, and Math.

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	31.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	18.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.2 %	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
Spelling Bee Comp. - 1st Place Dist./2nd Place Region	2001
Speech Contest - 2nd Place District Competition	2001
Academic Bowl - Honorable Mention District Competition	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	20	507	15%	25%	45%	15%
	School State	58840	524	9%	17%	45%	29%
Writing	School	18	516	17%	6%	78%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	21	479	29%	38%	33%	0%
	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	52	485	54%	25%	17%	4%
	State	61305	505	21%	20%	43%	15%
Writing	School	52	463	42%	37%	21%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	52	455	35%	52%	12%	2%
	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	--	--	--	--	--	--	--	--	--	28	44	60	--	--	--
2	Reading	--	--	--	100	24	50	78	25	52	30	30	53	33	37	57
	Language	--	--	--	100	16	40	67	16	43	29	28	44	34	23	48
	Mathematics	--	--	--	100	27	51	75	40	55	35	41	57	33	46	61
3	Reading	78	13	47	100	15	47	76	22	48	66	21	50	29	35	50
	Language	75	16	49	100	18	51	75	36	54	66	33	56	29	42	57
	Mathematics	92	11	46	100	25	49	81	37	52	70	31	54	30	36	56
4	Reading	81	23	53	100	13	54	74	25	54	81	27	55	30	24	55
	Language	79	28	47	100	16	49	85	18	48	81	28	50	30	31	50
	Mathematics	97	33	51	100	21	54	84	26	55	83	36	57	30	30	58
5	Reading	83	18	51	100	21	51	73	15	51	75	19	51	63	28	53
	Language	86	17	42	100	22	44	73	13	45	78	22	45	64	25	47
	Mathematics	86	18	51	100	27	54	71	19	55	83	25	57	67	33	59
6	Reading	60	35	53	100	27	54	74	35	53	88	26	54	43	41	56
	Language	62	27	41	100	18	44	72	28	44	84	14	45	43	26	47
	Mathematics	69	41	57	100	37	59	72	48	60	88	39	63	48	51	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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	80	56
Grades 3-4	69	72
Grades 4-5	57	79
Grades 5-6	94	95
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

Safety Committee is dedicated to providing a safe and orderly campus. Aside from this, we have a rigorous Character/Pro-Social Skills Program. Our belief is that subject matter comes in the service of character, so human development is critical. We also implement a STAR Student Program to reward students for good behavior.

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 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	\$3,031	\$1,732,072
Classroom Supplies	\$46	\$26,232
Administration	\$540	\$308,716
Support Services-Students	\$182	\$103,943
Other Support Services and Operations	\$840	\$480,302
Total Expenditures- All Categories 2000-2001	\$4,639	\$2,651,265

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	Melissa Allen	(602) 257-3830	4804
Transportation Policy	Emily Rivera	(602) 257-3800	
Community Resources	Sara Meyer	(602) 257-3833	
School Nutrition Programs	Laura Trujillo	(602) 257-3741	
Parent Organization	Blanca Garcia	(602) 257-3937	
Student Health/Nurse	Aida Villar	(602) 257-3832	

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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