

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Winifred Harelson Elementary School

Amphitheater Unified District  
826 W. Chapala, Tucson, AZ 85704-4515

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

**Principal:** Mr. Andrew T. Heinemann  
**Schedule:** 7:30 AM to 3:30 PM  
**Web Address:** [www.amphi.com/~harelson](http://www.amphi.com/~harelson)  
**E-mail:** Unpublished or Unavailable

**Grades:** K-6  
**2002 Enrollment:** 607  
**Phone:** (520) 696-6020  
**Fax:** (520) 696-6070

## ∨ School Overview ∨

### Mission

The mission of Harelson School, as a community dedicated to excellence, is to ensure a sound academic foundation and empower our students to become self-directed, responsible, innovative, lifelong learners by providing a safe, challenging, educational environment established with active partnerships among staff, family and community.

### Organization and Philosophy

- w Continuous Improvement Emphasis
- w Learning Organization
- w Quality Results Orientation
- w Partnership between Home and School

### Instructional Programs

- w Standards-based Curriculum
- w Focus on Arizona Academic Standards
- w Fine Arts Program (K-6)
- w Student Leadership Program, Grade 6
- w Math Mastery Program (Grades 4-6)
- w Student Research Emphasis
- w Academic Competitions
- w On-site Special Education (K-6)

### School/Academic Goals

- w One hundred percent of Harelson students will meet or exceed their grade-level standards for writing as measured by the Harelson Writing Assessment (Six Traits of Writing).
- w One hundred percent of Harelson students will meet or exceed the math standards as measured by the District Level Testing.
- w All students and staff will articulate and demonstrate appropriate behaviors in accordance with our positive interaction and behavior skills program as measured by student, staff and family reflection.

### Enrollment

October 1, 2001 School Year Student Enrollment:	665
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	197

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)  
 0 Non-certified Employee(s)  
 5 Teacher(s)  
 8 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

**Council Duties**

w Monitor Strategic Plan  
 w Recommendations for Improvement  
 w School Safety Issues  
 w Parent/Educator Relations  
 w Curriculum Development  
 w School Policy Review

∨ **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	2.00	Teacher Aide	3.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	1	1	0	0
7 to 9 years	3	0	0	0
10 or more years	9	15	1	0

∨ **Shared Responsibilities** ∨

**School**

The Harelson Strategic Plan defines what we aspire to become. A progress report on our Strategic Plan is sent to parents each semester. All communications to parents are sent home on Monday. Academic and behavioral expectations are explained at a Parent Information Night held each August. With the Bobcat Code of Honor and the PeaceBuilders Program in full force on campus and in our homes, Harelson is maintaining a safe community.

**Parents**

Parents provide the love of learning and the true motivation to succeed in school. Parents at Harelson volunteer as classroom aides and serve in the PTO, Site Council, and a variety of committees. Our parents support a variety of afterschool clubs and activities.

∨ **Transportation Policy** ∨

Transportation is provided for students who live more than one-half mile from the school. Transportation is not provided to students on open enrollment.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/8/02
<b>Average Daily Instruction Time:</b>	6 hrs. 5 min.	<b>Last Day of School:</b>	5/21/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/11/02	1/8/03	3/26/03	5/21/03
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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> 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.

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#### Special Facilities

W 34-station Computer Lab	W Elementary Library
W Schoolwide TV Station/Video Network	W Multipurpose Room with Stage

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#### Extracurricular Activities

W Student Council (Grades 4-6)	W Band and Orchestra (Grades 4-6)
W Track Club (Kindergarten-6)	W Entrepreneurs Club (Grades 4-6)
W Anchors Club (Grades 1-6)	W Odyssey of the Mind Teams (Grades 3-6)
W Chess Club/Team (Kindergarten-6)	W Garden Club (Kindergarten-6)

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#### School/Community Resources

W School-age Child Care	W Community School Classes
W Counseling Services	W Health Services
W Breakfast/Lunch Programs	W Summer Recreation Program
W Afterschool Recreation Program	

## ∨ 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 Harelson supports the community and local organizations. This year, students have raised money for the American Heart Association, and volunteered in classrooms of severely disabled students.

W Harelson sponsored the 3rd Amphitheater Peace Conference. Local community support included media personnel, other schools in the Amphitheater School District, as well as local political leaders.

W This year, Harelson will pilot the Extended Day Kindergarten Program.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	5.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
\$10,000 Schoolyard AZ Game and Fish Heritage Grant	2002
Student Awards	2001
Teacher Awards	2001
A+ Award	1996

## ∨ 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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>87</b>	<b>564</b>	<b>0%</b>	<b>1%</b>	<b>30%</b>	<b>69%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>87</b>	<b>586</b>	<b>2%</b>	<b>3%</b>	<b>54%</b>	<b>40%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>91</b>	<b>555</b>	<b>1%</b>	<b>12%</b>	<b>26%</b>	<b>60%</b>
	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

<b>Reading</b>	<b>School</b>	<b>102</b>	<b>523</b>	<b>7%</b>	<b>7%</b>	<b>46%</b>	<b>40%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>101</b>	<b>564</b>	<b>3%</b>	<b>10%</b>	<b>41%</b>	<b>47%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>102</b>	<b>535</b>	<b>5%</b>	<b>12%</b>	<b>8%</b>	<b>75%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	93	79	60	--	--	--
2	Reading	--	--	--	100	75	50	97	72	52	89	82	53	88	68	57
	Language	--	--	--	100	73	40	94	67	43	96	76	44	93	64	48
	Mathematics	--	--	--	100	87	51	98	81	55	91	82	57	90	77	61
3	Reading	94	81	47	100	78	47	89	82	48	85	77	50	75	85	50
	Language	94	81	49	100	78	51	93	77	54	92	75	56	82	81	57
	Mathematics	93	85	46	100	78	49	91	79	52	88	76	54	77	84	56
4	Reading	92	80	53	100	84	54	95	82	54	87	82	55	82	81	55
	Language	94	72	47	100	78	49	95	76	48	90	73	50	85	72	50
	Mathematics	94	81	51	100	85	54	90	83	55	87	85	57	86	87	58
5	Reading	98	72	51	100	78	51	80	80	51	83	80	51	89	77	53
	Language	98	65	42	100	71	44	83	74	45	82	78	45	91	73	47
	Mathematics	96	78	51	100	84	54	84	86	55	85	87	57	83	87	59
6	Reading	98	82	53	100	80	54	93	80	53	86	84	54	89	85	56
	Language	97	79	41	100	74	44	91	77	44	87	80	45	92	81	47
	Mathematics	96	92	57	100	89	59	89	91	60	87	92	63	91	93	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>84</b>	<b>78</b>
<b>Grades 3-4</b>	<b>76</b>	<b>91</b>
<b>Grades 4-5</b>	<b>61</b>	<b>77</b>
<b>Grades 5-6</b>	<b>84</b>	<b>93</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*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

Harelson celebrates a Week Without Violence. We were the host site for the 3rd Annual Peace Conference involving all local media directors and local leaders. Programs such as PeaceBuilders and the Bobcat Code of Honor also help us create a safe environment for children.

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 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	\$2,610	\$1,800,543
Classroom Supplies	\$15	\$10,554
Administration	\$427	\$294,914
Support Services-Students	\$165	\$114,161
Other Support Services and Operations	\$670	\$462,379
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,888</b>	<b>\$2,682,551</b>

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
<b>School Site Council</b>	Andrew T. Heinemann	(520) 696-6022	
<b>Transportation Policy</b>	Marc Lappitt	(520) 696-3780	
<b>Community Resources</b>	Andrew T. Heinemann	(520) 696-6022	
<b>School Nutrition Programs</b>	Gail Collins	(520) 696-5992	
<b>Parent Organization</b>	Andrew T. Heinemann	(520) 696-6022	
<b>Student Health/Nurse</b>	Gail Bornfield	(520) 696-5233	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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