

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Round Rock Elementary/Junior High School

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

Red Mesa Unified District
Junction of Hwy 191 and Route 12, Round Rock, AZ 86547
Mailing Address: P.O. Box CC, Round Rock, AZ 86547

Principal: Mrs. Anita Tsosie
Schedule: 8:00 AM to 5:00 PM
Web Address: www.webmaster.rmusc.net
E-mail: atsosie@rmusc.net

Grades: K-8
2002 Enrollment: 190
Phone: (928) 787-4501
Fax: (928) 787-4500

∨ School Overview ∨

Mission

We believe that all students who enroll at our school have the capabilities and potential to learn. With our commitment and expectations of these students, we are preparing them for future higher education. Our main goal for these students is to possess all skills needed for obtaining and keeping a job in the future. Students' uniqueness is their strength rather than obstacles in learning. We have very high expectations and believe our students will succeed.

Organization and Philosophy

- w K-6 Self-contained
- w 7-8 Departmentalized
- w Navajo Language & Culture Studies

Instructional Programs

- w ESL/Bilingual
- w Full-day Kindergarten
- w On-site Special Education
- w Accelerated Reader & Math Programs
- w Computer Lab with Internet
- w Foster Grandparent
- w Six Trait Writing Training
- w CLIP Program K-3

School/Academic Goals

- w Teachers are using variety of instructional strategies when teaching reading and writing. Some of these are from CLIP, Six Trait Writing, Houghton Mifflin Reading and GLAD (Guided Language Acquisition Design).
- w Five teachers are implementing CLIP (intervention program) with first graders. They work one-on-one with a couple of first graders throughout the school year for forty-five minutes each day. They complete about seventy lessons with each student.
- w Certified staff are being trained through ETIP (Educational Technology Improvement Program). They are to complete a lesson plan and will be available on the web by the end of the year.
- w Our district just adopted a new Houghton Mifflin Reading program as the main source of reading program. Teachers will implement several intervention strategies to increase student reading achievements.

Enrollment

| | |
|--|-----|
| October 1, 2001 School Year Student Enrollment: | 184 |
| Accepting New Students in 2002-03 Under Open Enrollment Law ² : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02: | 0 |

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 | 1.00 | Teacher | 9.00 |
| Other Professional Staff | 2.00 | Teacher Aide | 2.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Round Rock School believes that all students from all walks of life have the capabilities and potential to learn and succeed. We provide the following: quarterly report cards; provides a safe environment for all students and staff; keeping parents informed of all school functions and activities; staying in contact with parents about inappropriate student behaviors, medical and social concerns. All staff members are expected to notify parents of any academic or behavioral concerns.

Parents

Parents are encouraged and expected to remind their children about any school rules on a daily basis. Both parents and students sign off to a Student Handbook at the beginning of the year. Teachers go over the student handbooks with their students the first week of school. Parents are responsible for ensuring that their children attend school everyday and helping them with any homework assignments.

∨ **Transportation Policy** ∨

The school runs four buses with a maximum individual route of 145 miles including the regular runs and activity runs for afterschool activities. Ninety percent of the routes are dirt roads; 10% is paved. Our Student Handbook outlines the specific expected student behavior on the buses, with the theme being: Riding the bus is a privilege, not a right. The driver is in charge of his/her bus and completes a discipline referral form to the building administrator if needed.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/19/02
Average Daily Instruction Time: 6 hrs. 50 min. **Last Day of School:** 5/30/03
Operates on Traditional Schedule

Report Card Release Dates

10/24/02 1/9/03 4/3/03

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 K-8 Classroom Mini-labs
- W Accelerated Reading Program
- W K-8 Computer Lab with Internet
- W Accelerated Math 7-8

Extracurricular Activities

- W Junior High Sports Program
- W Fitness Center
- W PeeWee Sports
- W Family Gym Nights
- W Student Council
- W K-8 Computer Lab
- W Afterschool Tutoring
- W Parent/Child Festivals

School/Community Resources

- W Summer Youth Breakfast/Lunch Programs
- W Comprehensive School Health Initiative
- W Adult Gym Nights
- W Tribal Clothing Program K-6
- W Foster Grandparent Program
- W Parent Workshops
- W Workforce 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

- | | |
|---|--|
| <p>w Honor Roll for four quarters for school year 2001-2002. 1st Quarter = 47 students; 2nd Quarter = 42 students; 3rd Quarter = 54 students; 4th Quarter = 54 students. Quarterly banquets were held for these students and their parents.</p> | <p>w Perfect Attendance for four quarters for school year 2001-2002. 1st Quarter = 43 students; 2nd Quarter = 44 students; 3rd Quarter = 33 students; 4th Quarter = 8 students. Quarterly banquets were held for these students and their parents.</p> |
| <p>w All year honor roll = 30 students. All year perfect attendance = 5 students. These students went on a three-day incentive, educational trip to Albuquerque, NM at the end of the school year.</p> | <p>w Many students participated in the local Science Fair. Many of the projects placed 1st, 2nd and 3rd places. Those that placed 1st in all categories were entered at the Regional Science Fair in Prescott, Arizona.</p> |

Student Information: 2001-02 Student Activity Rates

| | School | Arizona | | |
|--|--------|---------|--------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 94.0 % | 95.0 % | 94.0 % | 94.0 % |
| Transfers Out ⁴ | 13.8 % | 19.6 % | 19.5 % | 20.5 % |
| Transfers In ⁵ : Within District | 0.4 % | 2.7 % | 2.2 % | 2.0 % |
| Transfers In ⁵ : Out-of-District | 9.6 % | 9.7 % | 9.6 % | 9.5 % |
| Promotion Rate ⁶ | 95.3 % | 98.4 % | 97.8 % | 94.8 % |
| Retention Rate ⁷ | 4.7 % | 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 |
|---|------|
| North Central Association Accreditation | 1997 |

∨ 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 15 | 469 | 47% | 20% | 33% | 0% |
| | State | 58840 | 524 | 9% | 17% | 45% | 29% |
| Writing | School | 13 | 484 | 38% | 23% | 38% | 0% |
| | State | 57282 | 541 | 10% | 12% | 63% | 16% |
| Mathematics | School | 15 | 445 | 60% | 27% | 13% | 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 | 11 | 474 | 64% | 27% | 9% | 0% |
| | State | 61305 | 505 | 21% | 20% | 43% | 15% |
| Writing | School | 11 | 453 | 55% | 18% | 27% | 0% |
| | State | 59599 | 512 | 17% | 26% | 42% | 16% |
| Mathematics | School | 11 | 422 | 55% | 45% | 0% | 0% |
| | State | 61760 | 494 | 14% | 40% | 12% | 34% |

Grade 8

| | | | | | | | |
|--------------------|--------|-------|-----|------|-----|-----|-----|
| Reading | School | ** | ** | ** | ** | ** | ** |
| | State | 57484 | 504 | 24% | 20% | 40% | 16% |
| Writing | School | ** | ** | ** | ** | ** | ** |
| | State | 55420 | 493 | 15% | 42% | 41% | 2% |
| Mathematics | School | 11 | 380 | 100% | 0% | 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 | 53 | 60 | -- | -- | -- |
| 2 | Reading | -- | -- | -- | 100 | 25 | 50 | 100 | 15 | 52 | 75 | 22 | 53 | 53 | 41 | 57 |
| | Language | -- | -- | -- | 100 | 9 | 40 | 100 | 7 | 43 | 100 | 8 | 44 | 53 | 16 | 48 |
| | Mathematics | -- | -- | -- | 100 | 15 | 51 | 100 | 13 | 55 | 100 | 10 | 57 | 53 | 34 | 61 |
| 3 | Reading | 100 | 13 | 47 | 100 | 9 | 47 | 100 | 12 | 48 | 100 | 10 | 50 | 57 | 15 | 50 |
| | Language | 100 | 24 | 49 | 100 | 10 | 51 | 100 | 15 | 54 | 100 | 17 | 56 | 57 | 33 | 57 |
| | Mathematics | 100 | 10 | 46 | 100 | 12 | 49 | 100 | 11 | 52 | 100 | 9 | 54 | 57 | 14 | 56 |
| 4 | Reading | 96 | 7 | 53 | 100 | 13 | 54 | 97 | 7 | 54 | 95 | 12 | 55 | 45 | 19 | 55 |
| | Language | 96 | 12 | 47 | 100 | 20 | 49 | 100 | 15 | 48 | 95 | 22 | 50 | 55 | 24 | 50 |
| | Mathematics | 91 | 7 | 51 | 100 | 17 | 54 | 100 | 10 | 55 | 95 | 15 | 57 | 55 | 30 | 58 |
| 5 | Reading | 50 | 21 | 51 | 96 | 9 | 51 | 100 | 13 | 51 | 90 | 15 | 51 | 59 | 10 | 53 |
| | Language | 100 | 19 | 42 | 100 | 8 | 44 | 100 | 14 | 45 | 95 | 16 | 45 | 59 | 18 | 47 |
| | Mathematics | 100 | 16 | 51 | 100 | 13 | 54 | 100 | 21 | 55 | 95 | 20 | 57 | 59 | 14 | 59 |
| 6 | Reading | 92 | 21 | 53 | 100 | 10 | 54 | 100 | 13 | 53 | 89 | 13 | 54 | 46 | 31 | 56 |
| | Language | 92 | 14 | 41 | 100 | 10 | 44 | 100 | 11 | 44 | 89 | 10 | 45 | 50 | 25 | 47 |
| | Mathematics | 92 | 39 | 57 | 100 | 21 | 59 | 100 | 15 | 60 | 89 | 18 | 63 | 50 | 28 | 65 |
| 7 | Reading | 56 | 9 | 52 | 100 | 19 | 53 | 100 | 12 | 52 | 95 | 11 | 53 | 88 | 11 | 55 |
| | Language | 56 | 6 | 52 | 100 | 42 | 54 | 100 | 16 | 54 | 95 | 11 | 55 | 88 | 19 | 58 |
| | Mathematics | 56 | 10 | 53 | 100 | 62 | 55 | 100 | 38 | 56 | 95 | 17 | 58 | 88 | 17 | 60 |
| 8 | Reading | 92 | 10 | 54 | 100 | 11 | 54 | 82 | 26 | 53 | 89 | 13 | 55 | 42 | 16 | 56 |
| | Language | 92 | 13 | 46 | 100 | 8 | 49 | 82 | 23 | 49 | 89 | 12 | 50 | 42 | 18 | 52 |
| | Mathematics | 92 | 12 | 52 | 100 | 25 | 54 | 82 | 52 | 56 | 89 | 20 | 58 | 47 | 22 | 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 | 36 | 69 |
| Grades 3-4 | 100 | 100 |
| Grades 4-5 | 53 | 80 |
| Grades 5-6 | 88 | 72 |
| Grades 6-7 | 71 | 86 |
| Grades 7-8 | 71 | 57 |

*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 our students should feel safe and secured because the following safety procedures are in place: Day and night time Security Officer on campus; School-wide and classroom discipline plan procedures are in student handbooks; Emergency Response Plan is in place for all staff and students; Student Assistance Program (alternative to suspension) training was held for all staff and utilizing this to facilitate support groups with 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)

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 | \$2,324 | \$438,606 |
| Classroom Supplies | \$100 | \$18,805 |
| Administration | \$439 | \$82,776 |
| Support Services-Students | \$2 | \$393 |
| Other Support Services and Operations | \$39 | \$7,435 |
| Total Expenditures- All Categories 2000-2001 | \$2,904 | \$548,015 |

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 | James Tsosie | (928) 656-4133 | |
| Community Resources | Fred Talker | (928) 787-4509 | |
| School Nutrition Programs | Clara Lee | (928) 787-4522 | |
| Parent Organization | Fred Talker | (928) 787-4509 | |
| Student Health/Nurse | Mayme Begay | (928) 787-4506 | |

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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