

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Capitol Elementary School

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

Phoenix Elementary District
330 N. 16th Avenue, Phoenix, AZ 85007

Principal: Mrs. Cora M. Garrido
Schedule: 8:30 AM to 4:00 PM
Web Address: phxelem.k12.az.us/school_sites/Capitol
E-mail: cora_garrido@phxelem.k12.az.us

Grades: K-6
2002 Enrollment: 428
Phone: (602) 257-3838
Fax: (602) 257-6397

∨ School Overview ∨

Mission

Capitol School is a Success For All school. Our goal is to provide all students with learning experiences that enable them to read at grade level by third grade. We are committed to provide students with learning experiences that are meaningful and relevant. Parents, together with the school community, work to increase students' academic performance. Children are expected to think critically, use technology, and interact effectively with others.

Organization and Philosophy

- w Student Focused/Clear Expectations
- w Value/Respect Diversity
- w High Expectations for All/Team Teaching
- w Involve and Nurture Parents/Community

Instructional Programs

- w Reading: SFA/Kinder/Roots & Wings
- w Math: Computation/Concepts/Application
- w English as a Second Language
- w Writing: Process/Six Trait Writing
- w Science: Life and Physical
- w Social Studies: The World Around Us
- w Health: Individual/School/Community
- w Special Area: PE/Art/Media

School/Academic Goals

- w Student Achievement in Reading: Sts. attending Capitol for 3 continuous years, w/90% attendance rate will read at grade level within 3 years. Students' instruction aligned to AZ Rdg. Standards. Students prepared to meet/exceed AZ Rdg. Standards.
- w Student Achievement in Math: Teachers aligning instruction to the AZ Academic Standards in math. Grade-level teams determining skills to be taught by quarter, and identifying assessments to match the performance objectives for each math standard.
- w Student Achievement in Language: Students prepared for academic success by focusing on specific skills tested on Stanford 9 in language arts. We are driving instruction to increase number of sts. performing at/above 50th percentile on Stanford 9.
- w Student Achievement for English Language Learners: Instruction being provided in English in all subject areas. Implementation of instructional strategies, considered best practices, will result in Second Language Learner's acquisition of English.

Enrollment

October 1, 2001 School Year Student Enrollment:	454
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	41

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

Council Duties

- w Fundraisers
- w Advise on Budget
- w Support Reading Program
- w Support School Functions
- w Recognize Student Achievement
- w Build Team Spirit and School Pride

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	24.25
Other Professional Staff	4.00	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	3	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	2	0	0
10 or more years	8	6	0	0

∨ **Shared Responsibilities** ∨

School

Capitol School's responsibility is to be respectful of all individuals, ideas, and suggestions. We are serious about creating a safe and orderly environment where teaching and learning take place. Discipline is applied in a fair and consistent manner. Communication with parents is sought, encouraged, and supported. Students' academic and social progress is reported through conferences and progress reports a minimum of six times per school year.

Parents

Capitol School parents sign contracts committing to the following: sending their child/ren to school daily, being punctual, supporting the school in its efforts to maintain proper discipline, establishing a time for homework, helping with their school work, and encouraging their child/ren's efforts. Parents are responsible for maintaining communications with the school, volunteering a minimum of twenty hours, providing a library card for their child, and reading daily at home.

∨ **Transportation Policy** ∨

Students living outside a one-mile radius are transported to and from school. New students are transported to District Welcome Center. Each class is allowed one district-transported field trip per school year. Students receiving special education services from outside agencies are transported directly from their home to designated school.

∨ **Calendar Information** ∨

Number of Instruction Days: 179 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 40 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/25/02 1/24/03 3/28/03 5/19/03

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 Presentation Room in Media Center
- W Expanded Multipurpose Room
- W Activity Centers Adjacent to Classrooms
- W Breakout Rooms in Classrooms

Extracurricular Activities

- W Student Council
- W PEER: Afterschool Child Care
- W Basketball

School/Community Resources

- W Quarles & Brady/Streich Lang
- W Phoenix Memorial Hospital
- W Cox Cable
- W Azteca Bakery
- W Gateway Kiwanis
- W McDonald's
- W Oaxaca Restaurant
- W Capitol Mall Association

∨ 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 George Lucas Educational Foundation chose Capitol as facility built around a community's vision/philosophy. Broad-based perspectives resulted in a school that continues to serve educational needs of students. It's a point of pride in the community.</p> <p>W Capitol School is a Success For All school. Reading instruction considers the academic needs of all students. A Family Support Team comprised of school staff works with teachers/parents in addressing student needs for greater academic achievement.</p> | <p>W Students in uniform has become an expectation for Capitol School students. Parents, staff, community partners, and students were successful in implementing a mandatory uniform policy. Students take pride in wearing their Blue and White.</p> <p>W Community partners continue benefiting kids. Quarles & Brady/Streich Lang has funded computers/software/books to support reading prog. Gateway Kiwanis recognizes outstanding behavior/academic achievement, provide leadership for school-based K-Kids.</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	28.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.7 %	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
PESD#1 Speech Contest -5thGr. 1st Place/6thGr. 3rd Place	2002
PESD#1 Academic Bowl-5th Gr 3rdPlace/6thGr Place	2002
Chicanos Por La Causa, Esperanza Award	2001
Mayor's Partnership Award Honor Roll	1999

∨ 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	59	483	39%	34%	20%	7%
	School State	58840	524	9%	17%	45%	29%
Writing	School	55	484	38%	22%	40%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	59	462	39%	46%	10%	5%
	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	30	499	20%	23%	50%	7%
	State	61305	505	21%	20%	43%	15%
Writing	School	29	507	7%	28%	66%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	30	490	10%	40%	30%	20%
	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	--	--	--	--	--	--	--	--	--	27	40	60	--	--	--
2	Reading	--	--	--	100	21	50	72	30	52	33	30	53	13	17	57
	Language	--	--	--	100	14	40	71	33	43	36	23	44	15	14	48
	Mathematics	--	--	--	100	30	51	72	46	55	40	41	57	15	21	61
3	Reading	37	36	47	100	21	47	78	34	48	49	35	50	80	18	50
	Language	36	42	49	100	30	51	79	40	54	51	40	56	82	23	57
	Mathematics	44	41	46	100	28	49	79	50	52	51	37	54	82	24	56
4	Reading	69	37	53	100	44	54	75	33	54	38	44	55	67	34	55
	Language	73	29	47	100	40	49	76	36	48	37	53	50	67	36	50
	Mathematics	74	41	51	100	47	54	76	44	55	39	51	57	67	41	58
5	Reading	70	47	51	100	22	51	63	35	51	55	34	51	44	35	53
	Language	73	33	42	100	25	44	63	39	45	55	35	45	43	44	47
	Mathematics	80	59	51	100	29	54	62	44	55	56	41	57	46	50	59
6	Reading	64	38	53	100	39	54	78	46	53	70	45	54	70	66	56
	Language	63	31	41	100	32	44	81	42	44	70	47	45	69	41	47
	Mathematics	69	51	57	100	54	59	78	65	60	70	64	63	72	72	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	61	35
Grades 3-4	91	86
Grades 4-5	55	65
Grades 5-6	100	100
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

Getting Along Together continues this year. The entire staff was trained, students have been taught the components and its' use is reinforced on a daily basis. Students are resolving conflicts by communicating their feelings and identifying positive ways of interacting with each other. Parents have learned about the curriculum and will be given the opportunity to be trained in its use. A Family Support Team ensures that all students have optimal learning opportunities.

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	\$2,876	\$1,371,220
Classroom Supplies	\$36	\$17,014
Administration	\$562	\$267,778
Support Services-Students	\$195	\$92,895
Other Support Services and Operations	\$1,039	\$495,365
Total Expenditures- All Categories 2000-2001	\$4,707	\$2,244,272

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	Rosalia Hernandez	(602) 256-9628	
Transportation Policy	Jeff Gadd	(602) 257-3799	
Community Resources	Maria Lopez	(602) 257-3838	
School Nutrition Programs	Laura Trujillo	(602) 257-3741	
Parent Organization	Julia Valdez	(602) 257-3838	
Student Health/Nurse	Noel Collier	(602) 257-3838	

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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