

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Maurice C. Cash Elementary School

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

Laveen Elementary District  
3851 W. Roeser Road, Phoenix, AZ 85041-2699

**Principal:** Mr. Mark E. Martinez

**Schedule:** 7:30 AM to 3:30 PM

**Web Address:** [laveeneld.k12.az.us](http://laveeneld.k12.az.us)

**E-mail:** [mmartinez@laveeneld.k12.az.us](mailto:mmartinez@laveeneld.k12.az.us)

**Grades:** Pre-K-6

**2002 Enrollment:** 574

**Phone:** (602) 237-9120 x 2100

**Fax:** (602) 237-9133

## ∨ School Overview ∨

### Mission

Our mission is to create a collaborative partnership of parents, teachers and students to work together to assure that each student learns the skills necessary to be personally successful and to be a positive influence in our school, community and world. This will be done by providing a safe, positive learning environment; emphasizing the Arizona Academic Standards; continuing to improve instructional techniques and developing decision-making, problem-solving and critical-thinking skills.

### Organization and Philosophy

- w Traditional, Self-contained
- w Shared Decision Making
- w Individual Child-centered Instruction
- w Diverse Multiculturally Aware

### Instructional Programs

- w At-risk/Special Education Preschool
- w Full-day Kindergarten
- w Gifted/Resource/Special Education
- w Title I Schoolwide Program
- w Afterschool Tutoring Program
- w Computer Instruction/Assessment
- w Sheltered English Instruction - EL
- w 21st Century Community Learning Center

### School/Academic Goals

- w Improve Student Reading and Math scores as measured by the Stanford 9 Achievement Test and AIMS. Improve instruction using best practices research incorporating scientifically proven instructional materials and strategies.
- w Students will demonstrate improvement in writing skills and the writing process as measured by portfolio assessment and collection.
- w Continue to integrate computers and technology into the classroom instructional design. Develop technology literacy in all our students.
- w Improve student behavior through reinforcement of positive behavior choices and the integration of the Arizona Behavioral Initiative practices. Encourage, establish and improve school/community partnerships and relations.

### Enrollment

October 1, 2001 School Year Student Enrollment:	575
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	3

<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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Parent/Educator Relations
- w Curriculum Development
- w Establish Goals for Site Improvement
- w School Health and Safety Issues
- w Textbook Adoption
- w Capital Expenditures and Grants

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	34.50
Other Professional Staff	3.00	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	1	0	0
4 to 6 years	8	2	1	0
7 to 9 years	1	1	0	0
10 or more years	10	9	0	0

∨ **Shared Responsibilities** ∨

**School**

Maurice C. Cash Elementary School is responsible for providing quality educational experiences for our students. Parents and students receive a school handbook at the beginning of the year which includes building policies, procedures, a school calendar and an explanation of our student management plan. Parents are invited and encouraged to visit and become involved in school activities at any time. The school strives to maintain a safe learning environment. Responsible choices are expected.

**Parents**

Parents and students are to be involved in the learning process and value learning as our first priority. Parents are to provide each child with appropriate time and space for at-home learning and reading opportunities. Parents are responsible for their child's at-school behavior and everyday, on-time attendance at school.

∨ **Transportation Policy** ∨

The Laveen School District provides transportation for students living outside a one-mile radius from the school. Transportation is also provided for special needs students and all students who participate in afterschool activities and field trips. Bus safety assemblies are scheduled twice per year for all students.

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## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/5/02
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/4/02	12/20/02	3/14/03	5/30/03
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## Additional Calendar/Report Card Information

Parents are encouraged to participate in every aspect of their child's education. Parent attendance at, and support of, parent/teacher conferences is vital to the success of the parent/teacher relationship and very important to the classroom success of our students. Parent conferences are scheduled for October 9-10, 2002, and February 12-13, 2003. Parents, please meet us at Parent/Teacher Conferences.

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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 Computer Lab	W Media Center
W Athletic Fields	W Reading Resource Room

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### Extracurricular Activities

W Student Council	W Intermural/Intramural Sports
W Music Instruction	W Academic Enrichment
W Tutoring	W Success Lab
W Computer Club	W 21st Century Community Learning Center

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### School/Community Resources

W Counseling Services	W Intervention/Prevention Specialist
W Afterschool Tutoring Program	W Breakfast/Lunch Programs
W Adult EL Instruction	W 21st Century Community Learning Center
W Recreational Activities	W Community Immunization Center

## ∨ 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 The Laveen School District was the first public school district in the state to institute a mandatory uniform policy for all students. It is now easy to identify who belongs on campus. This has made our campus a safer place for our students.</p> <p>W Our technology goal of making computers available to all students was achieved. During this year, we are focusing our resources on the uses of computer technology in our everyday lives and how computers can enhance our quality of life.</p> | <p>W Professional development is provided for our staff. Topics include special education, classroom accommodation, discipline, assessment, curriculum development, ADHD, EL, the Arizona Academic Standards, music, reading, phonics and diversity training.</p> <p>W We provide training opportunities for our parents through parenting workshops, EL training, and we welcome parents and the community into our school. The school is the hub of our community with afterschool activities and cultural events on campus.</p> |
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### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	15.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	10.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.2 %	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
Arizona & Phoenix Commission on the Arts	2002
Difference Maker - Phoenix Fire Department	2001
Reading is Fundamental Program	2002
Project GOAL, Grade One at the Library	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>54</b>	<b>494</b>	<b>26%</b>	<b>31%</b>	<b>39%</b>	<b>4%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>54</b>	<b>506</b>	<b>28%</b>	<b>19%</b>	<b>52%</b>	<b>2%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>55</b>	<b>475</b>	<b>33%</b>	<b>40%</b>	<b>20%</b>	<b>7%</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>55</b>	<b>477</b>	<b>56%</b>	<b>29%</b>	<b>15%</b>	<b>0%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>53</b>	<b>450</b>	<b>53%</b>	<b>32%</b>	<b>15%</b>	<b>0%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>57</b>	<b>444</b>	<b>39%</b>	<b>61%</b>	<b>0%</b>	<b>0%</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												
1	Reading	--	--	--	--	--	--	--	--	--	91	26	60	--	--	--
2	Reading	--	--	--	100	17	50	68	15	52	62	26	53	75	39	57
	Language	--	--	--	100	10	40	73	13	43	73	17	44	78	26	48
	Mathematics	--	--	--	100	16	51	84	12	55	72	21	57	79	44	61
3	Reading	82	17	47	100	18	47	84	19	48	50	20	50	70	23	50
	Language	91	15	49	100	19	51	89	22	54	69	18	56	71	30	57
	Mathematics	88	9	46	100	11	49	88	22	52	69	12	54	70	26	56
4	Reading	100	19	53	100	25	54	93	22	54	66	29	55	63	24	55
	Language	100	15	47	100	16	49	93	21	48	70	22	50	66	25	50
	Mathematics	100	15	51	100	14	54	92	18	55	70	30	57	63	29	58
5	Reading	95	20	51	100	24	51	76	21	51	79	19	51	75	26	53
	Language	93	19	42	100	18	44	81	15	45	82	14	45	75	21	47
	Mathematics	96	23	51	100	35	54	89	21	55	82	19	57	73	28	59
6	Reading	91	29	53	100	18	54	79	27	53	74	28	54	81	36	56
	Language	97	18	41	100	13	44	81	16	44	75	18	45	80	27	47
	Mathematics	100	31	57	100	29	59	82	34	60	74	42	63	81	43	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>49</b>	<b>61</b>
<b>Grades 3-4</b>	<b>78</b>	<b>86</b>
<b>Grades 4-5</b>	<b>64</b>	<b>59</b>
<b>Grades 5-6</b>	<b>97</b>	<b>98</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**

Our school has a comprehensive site safety plan which is under continuous review. We have a zero-tolerance policy toward weapons, violence and drugs. We also have a full-time School Resource Officer who assists with law-related education, attendance and interdiction, when necessary.

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).

1

**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	\$1,566	\$930,608
Classroom Supplies	\$49	\$28,993
Administration	\$556	\$330,393
Support Services-Students	\$176	\$104,685
Other Support Services and Operations	\$653	\$388,215
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,001</b>	<b>\$1,782,894</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>	Mark E. Martinez	(602) 237-9120	2101
<b>Transportation Policy</b>	Charles Vasquez	(602) 237-9100	2012
<b>Community Resources</b>	Mark E. Martinez	(602) 237-9120	2101
<b>School Nutrition Programs</b>	Chris VanDyke	(602) 237-9120	2110
<b>Parent Organization</b>	Mark E. Martinez	(602) 237-9120	2101
<b>Student Health/Nurse</b>	Patricia Fitzgerald	(602) 237-9120	2104

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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