

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Cesar E. Chavez Community School

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

Roosevelt Elementary District
4001 S. Third Street, Phoenix, AZ 85040

Principal: Mr. Pablo P. Curiel
Schedule: 7:30 AM to 4:00 PM
Web Address: www@rsd.k12.az.us
E-mail: curielp@rsd.k12.az.us

Grades: Pre-K, 8
2002 Enrollment: 610
Phone: (602) 232-4940 x 10201
Fax: (602) 243-2106

∨ School Overview ∨

Mission

Our mission is to provide a safe and nurturing environment, which enhances self-worth, meets the needs of the whole child and is sensitive to cultural diversity. Our children will be empowered with the ability and desire to make positive choices and contribute responsibly to the world in which they live.

Organization and Philosophy

- w Community Base School
- w Grade Level Common Planning Time
- w Site Planning Team Decision Making
- w Parental and Community Involvement

Instructional Programs

- w K to 2 grade Multi-Age Instruction
- w Bilingual/ESL Instruction
- w Full-day Kindergarten
- w Head Start
- w Inclusion/Resource Special Education
- w Standards Base Instruction/Assessments
- w After School Reading Recovery
- w Character Education (RCCP) Instruction

School/Academic Goals

- w To increase student achievement in literacy in every grade level with special emphasis in grades K to 3. Students portfolios will be implemented in every grade level to help monitor progress.
- w The number of students meeting or exceeding standards as measured by AIMS will increase by 5% for the school year 2002-03.
- w Reading instruction is matched to Arizona Standards and lesson plans are monitored for AZ State Standards.
- w Language Arts instruction will be matched to Arizona Standards and Six Traits Writing Rubrics will be used to measure student progress.

Enrollment

October 1, 2001 School Year Student Enrollment:	618
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	75

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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- w Budget
- w School Reform
- w School Safety
- w Community Programs and Activities
- w Student Achievement
- w Parent Involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	4.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	6	2	0	0
7 to 9 years	1	0	0	0
10 or more years	0	16	0	0

∨ **Shared Responsibilities** ∨

School

Chavez School will to do the following: Make sure that all staff members do their best in providing a safe learning environment; provide an attractive clean campus where everyone is welcome and appreciated; organize a parent organization to work together in creating a better learning and working environment; create opportunities for all community and staff members to provide input in the decision making process; Site Planning Team Meetings will be held monthly for all to attend.

Parents

Parents are responsible for: To make sure children attend school daily and on time, with completed homework prepared to learn. Support School's Discipline Plan. Provide a quiet well-lighted place for study. Communicate regularly with the teacher(s). Participate in school conferences, meetings, programs etc. Be involved with children's learning by reviewing all school work and reports. Read to children daily and encourage children to read. Provide Library Card.

∨ **Transportation Policy** ∨

All students living west of 7th Avenue will be provided with free transportation. For students wishing to attend another school in the district, that is NOT a Failing school, will be provided transportation by making arrangements with our district transportation department.

∨ 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 Formed a Site Planning Team and worked many hours to develop a School Wide Improvement Action Plan for the following three years.</p> | <p>W Reduced the number of office referrals and home suspensions through programs such as: Teen Court, Peer Mediation, Resolving Conflict Creatively Program, and Support Groups.</p> |
| <p>W Of the four third grade homerooms, one classroom scored above the school district, and at or above the state average. This is a great accomplishment when compared to other school scores.</p> | <p>W Increased the number of parent volunteers in and outside the classroom through our Family Literacy, Vista Volunteer programs.</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	30.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.2 %	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
Distrcit Volleyball Champions	2001
Recipients of Three Year CISA Grant	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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	36	461	67%	19%	11%	3%
	State	57484	504	24%	20%	40%	16%
Writing	School	31	456	45%	48%	6%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	36	396	92%	6%	3%	0%
	State	57734	459	39%	40%	14%	7%

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

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												
8	Reading	76	24	54	100	23	54	72	20	53	75	19	55	67	25	56
	Language	76	18	46	100	16	49	68	27	49	72	15	50	67	25	52
	Mathematics	76	21	52	100	22	54	70	21	56	74	18	58	67	21	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
Grades 7-8	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
	79	81
*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

Consistent enforcement of our discipline plan by all staff members. Working closely with parents as volunteers and monitors during busy hours when large numbers of children are together. Working very closely with our Probation and Resource Officers, who work full-time at Chavez School. Every parent has received a copy of student handbook and is asked to become familiar with its content. Monthly assemblies allow administration to review rules and conduct expectations. No tolerance for misconduct.

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	\$2,938	\$1,683,712
Classroom Supplies	\$48	\$27,665
Administration	\$729	\$417,979
Support Services-Students	\$212	\$121,377
Other Support Services and Operations	\$942	\$539,771
Total Expenditures- All Categories 2000-2001	\$4,869	\$2,790,504

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	Joseph Garcia	(602) 232-4940	10235
Transportation Policy	Pablo P. Curiel	(602) 232-4940	10201
Community Resources	Gretchen Pascoe	(602) 232-4940	10248
School Nutrition Programs	Vivian Romero	(602) 232-4940	10218
Parent Organization	Veronica Francis	(602) 232-4940	10200
Student Health/Nurse	Beatrice Brouwer	(602) 232-4940	10204

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."