

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

George Benjamin Brooks Academy

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

Roosevelt Elementary District
3146 E. Wier Avenue, Phoenix, AZ 85040-2798

Principal: Ms. Katie McKenzie

Schedule: 7:30 AM to 4:00 PM

Web Address: www.rsd.k12.az.us/brooks/

E-mail: mckenziek@rsd.k12.az.us

Grades: Pre-K-8

2002 Enrollment: 595

Phone: (602) 232-4200 x 10800

Fax: (602) 243-2115

∨ School Overview ∨

Mission

Our mission is to promote rigorous and relevant academic instruction and social growth of our students through teamwork with parents, community and staff.

Organization and Philosophy

- w Providing Time-on-Task Instruction
- w Attending to the Multiple Intelligences
- w Providing an Environment for Risk-taking
- w Promoting Accelerated Learning

Instructional Programs

- w Head Start, Full-day Kindergarten
- w ESL and Bilingual Instruction
- w Accelerated Reader Program
- w Accelerated Math Program
- w Traditional and Cooperative Instruction
- w General Music/Instrumental Music
- w Special Needs Resource Program
- w CLIP Classes

School/Academic Goals

- w To define and establish which instructional strategies, based on BEST practices in literacy, will be used on campus to integrate skills across the curriculum.
- w To continue to offer activities that incorporate various learning styles and instructional formats that will improve the processing of math skills in students of all ability levels.
- w To develop a higher level of respect between teachers, students, parents, and administration. To utilize parents as partners, offering classes and services that will assist them in supporting their children academically.

Enrollment

October 1, 2001 School Year Student Enrollment:	592
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	55

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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- w Personnel Decisions
- w Parent/Educator Relations
- w Instructional Strategies/Curriculum Dev.
- w School Safety/Student Discipline
- w Uniform Policy
- w Promotion/Retention Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	31.50
Other Professional Staff	6.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	1	0
4 to 6 years	4	0	0	0
7 to 9 years	7	3	0	0
10 or more years	19	11	0	0

∨ **Shared Responsibilities** ∨

School

At the beginning of each year, and as new students are enrolled, parents are provided a handbook which outlines the expectations of the school, the uniform policy, the discipline procedures, and the contact names for assistance. Five-week progress reports are issued prior to the regular ninth-week report card. Monthly Site Council meetings and Parent/Teacher Organization meetings are held to inform about the parents and community about school issues.

Parents

Brooks Academy parents are expected to support the school's code of conduct and uniform policy; provide a suitable study area; review students' homework; be available for conferences and participation in school activities as agreed. Provided at the back of the school's handbook is a Parent Agreement Form outlining their willingness to support the school and decisions made together with them and the school's staff.

∨ **Transportation Policy** ∨

One bus is available for students not living in the attendance area of Brooks Academy but within the Roosevelt School District. The families of these students choose to have their children attend Brooks. Students who live outside the Roosevelt School District must have transportation provided by their parent or guardian.

∨ 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 This is our fifth year on a modified calendar for year-round school. We follow a 45-10 schedule and expect to continue improving student achievement with the implementation of three intersessions; October, December and March.</p> | <p>W Our schoolwide implementation of the Accelerated Reader Program has contributed to a significant increase in reading. Our school was recognized as one of the leading schools in the Superintendent's Reading Club.</p> |
| <p>W Several teachers were awarded mini-grants through Wells Fargo and Salt River Project.</p> | <p>W Our school was selected as one of Arizona State University's Kaleidoscope schools for exposing students to artists in music and theatre.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	34.1 %	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	0.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.5 %	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
District Poetry Contest Finalist	2002
Math Challenge Finalists	2000
Spanish Spelling Bee State Finalists	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	20	500	20%	20%	50%	10%
	School State	58840	524	9%	17%	45%	29%
Writing	School	19	515	11%	37%	53%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	18	454	39%	50%	11%	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	27	484	67%	15%	19%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	27	455	52%	30%	15%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	27	433	52%	44%	0%	4%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	24	463	54%	21%	25%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	25	465	40%	44%	16%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	25	422	60%	40%	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	--	--	--	--	--	--	--	--	--	96	26	60	--	--	--
2	Reading	--	--	--	97	24	50	65	16	52	79	20	53	19	30	57
	Language	--	--	--	100	19	40	66	16	43	86	14	44	21	21	48
	Mathematics	--	--	--	100	32	51	66	28	55	86	18	57	21	28	61
3	Reading	78	31	47	100	11	47	72	17	48	79	19	50	24	31	50
	Language	78	47	49	100	22	51	70	29	54	77	36	56	26	41	57
	Mathematics	78	48	46	100	18	49	71	18	52	77	20	54	26	19	56
4	Reading	90	15	53	100	32	54	45	21	54	72	15	55	63	28	55
	Language	93	25	47	100	39	49	53	22	48	70	21	50	63	33	50
	Mathematics	93	19	51	100	42	54	53	27	55	70	17	57	61	28	58
5	Reading	89	15	51	100	15	51	67	19	51	78	15	51	35	23	53
	Language	87	16	42	100	15	44	67	24	45	78	19	45	38	21	47
	Mathematics	89	18	51	100	21	54	67	30	55	78	22	57	38	20	59
6	Reading	87	29	53	100	33	54	58	24	53	64	28	54	59	27	56
	Language	85	24	41	100	21	44	56	15	44	64	28	45	59	19	47
	Mathematics	88	23	57	100	38	59	58	35	60	64	46	63	59	26	65
7	Reading	92	27	52	100	28	53	60	27	52	68	19	53	53	35	55
	Language	90	28	52	100	36	54	60	31	54	70	23	55	53	47	58
	Mathematics	94	27	53	100	28	55	60	32	56	73	21	58	53	49	60
8	Reading	82	28	54	100	31	54	72	34	53	90	25	55	59	27	56
	Language	84	21	46	100	24	49	70	33	49	90	23	50	59	35	52
	Mathematics	84	24	52	100	26	54	70	36	56	90	30	58	59	25	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	74	72
Grades 3-4	78	82
Grades 4-5	68	59
Grades 5-6	75	82
Grades 6-7	95	84
Grades 7-8	79	70

*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 utilizes the School Resource Officer to address classes about safety issues at school, home and in the community. Our Site Council has requested quarterly safety assemblies to remind students about taking precautions at all times. Our school has also empowered students by using them as hall and cafeteria monitors.

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)

5

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	\$1,416	\$821,121
Classroom Supplies	\$0	\$0
Administration	\$401	\$232,636
Support Services-Students	\$115	\$66,834
Other Support Services and Operations	\$671	\$389,103
Total Expenditures- All Categories 2000-2001	\$2,603	\$1,509,694

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Warren Enyart	(602) 232-4200	10821
Transportation Policy	Oleta Wise	(602) 243-4852	
Community Resources	Carmen DiMaio	(602) 232-4200	10806
School Nutrition Programs	Phyllis Jefferies	(602) 243-4830	
Parent Organization	Terri Orozco	(602) 232-4200	
Student Health/Nurse	Cheryl Turner	(602) 232-4200	10803

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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