

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## V.H. Lassen Elementary School

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

Roosevelt Elementary District  
909 W. Vineyard, Phoenix, AZ 85041-5999

**Principal:** Mr. Tony Bustamante  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** bustamantet@rsd.k12.az.us

**Grades:** Pre-K-8  
**2002 Enrollment:** 496  
**Phone:** (602) 232-4210  
**Fax:** (602) 232-4291

### ∨ School Overview ∨

#### Mission

We are a community of learners consisting of children, parents, educators and community members, working together to facilitate learning by exposing our children to the world around them and by opening their minds to knowledge to make a positive difference in their lives and in the community of which we are a part.

#### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms K-6
- w Departmentalized Classrooms 4-8

#### School/Academic Goals

- w To meet or exceed state standards in all subject areas.

#### Instructional Programs

- w Bilingual
- w ESL
- w On-site Special Education
- w Title I
- w Full-day Kindergarten
- w Head Start
- w Collaborative Teaching: USI, CGI
- w C.L.I.P.

- w To set a positive educational environment which meets the needs of our clients (students) and our community.

- w To involve parents in the education of their child by being an active participant.

- w To provide enrichment and experiences to students beyond the parameters of the school.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	540
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	16

<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**

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

**Council Duties**

- w Parent/Educator Involvement
- w Team Building
- w Academic Achievement
- w Vision/Focus on the Future
- w Student Behavioral Success
- w Schoolwide Accountability

∨ **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	0.00	Teacher Aide	9.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	1	0
4 to 6 years	1	1	0	0
7 to 9 years	1	0	0	0
10 or more years	12	6	1	0

∨ **Shared Responsibilities** ∨

**School**

We seek to facilitate positive parent involvement by providing support through a variety of positive programs sponsored by our parent center staff and teachers.

**Parents**

Parents are active participants in the education of their child. The partnership between the teacher and parents must be developed if the child is to have academic success. Parents are encouraged to conference with the teacher whenever there is a need to communicate on a situation. Parents need to review any work or assignment that is sent home. Parents are encouraged to send their child to school ready to learn while school is in session.

∨ **Transportation Policy** ∨

We are a walk-in school due to the close proximity of the school to the community. Bus service is for Special Needs students. Buses are utilized for school field trips.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	7/29/02
<b>Average Daily Instruction Time:</b>	7 hrs. 0 min.	<b>Last Day of School:</b>	5/31/03

**Operates on Extended Schedule**

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#### Report Card Release Dates

10/3/02	1/10/03	3/27/03	5/31/03
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### Additional Calendar/Report Card Information

Mid-quarter progress reports are sent home. Parent conferences are available on request at any time.

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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 Entrepreneur Program
W Newspaper Publishing	W PR Breakfast/Bakery Program

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#### Extracurricular Activities

W Student Newspaper	W Junior National Honor Society
W Student Council	W Intramural Sports and Recreation
W Afterschool Clubs and Tutoring	

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#### School/Community Resources

W Wellness/Health Services	W Afterschool Programs
W Southwest Behavioral Counselor	W Parent Center
W DARE	W School-to-Work
W GREAT	W Wake-Up Club

## ∨ 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

W On-going teacher preparation in refining and improving individual academic achievement.

W Positive Choices/Positive Reflections, Academic Incentive Programs.

W Integrated academic and life skills programs.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	25.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.7 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	7.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.8 %	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
Project GOAL-First Grade	2001
Wake-Up Cease Violence Best Spirit Team - Second Place	2002
Wake-Up Cease Violence Best Spirit Team - First Place	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>34</b>	<b>500</b>	<b>29%</b>	<b>21%</b>	<b>35%</b>	<b>15%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>33</b>	<b>507</b>	<b>27%</b>	<b>12%</b>	<b>61%</b>	<b>0%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>31</b>	<b>473</b>	<b>32%</b>	<b>35%</b>	<b>29%</b>	<b>3%</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>21</b>	<b>495</b>	<b>38%</b>	<b>14%</b>	<b>38%</b>	<b>10%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>22</b>	<b>474</b>	<b>32%</b>	<b>27%</b>	<b>41%</b>	<b>0%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>22</b>	<b>464</b>	<b>23%</b>	<b>59%</b>	<b>9%</b>	<b>9%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>35</b>	<b>495</b>	<b>31%</b>	<b>23%</b>	<b>40%</b>	<b>6%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>32</b>	<b>478</b>	<b>16%</b>	<b>59%</b>	<b>25%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>36</b>	<b>423</b>	<b>72%</b>	<b>28%</b>	<b>0%</b>	<b>0%</b>
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	63	23	60	--	--	--
2	Reading	--	--	--	100	11	50	87	21	52	55	28	53	53	17	57
	Language	--	--	--	100	7	40	87	14	43	61	19	44	56	10	48
	Mathematics	--	--	--	100	12	51	79	27	55	61	29	57	56	18	61
3	Reading	63	26	47	100	21	47	73	14	48	66	16	50	41	33	50
	Language	66	27	49	100	24	51	75	24	54	66	25	56	41	42	57
	Mathematics	66	33	46	100	26	49	73	21	52	66	15	54	42	22	56
4	Reading	64	21	53	100	27	54	82	23	54	83	20	55	44	23	55
	Language	67	24	47	100	30	49	85	22	48	83	22	50	44	28	50
	Mathematics	66	24	51	100	42	54	90	30	55	83	27	57	46	23	58
5	Reading	93	21	51	100	25	51	87	23	51	92	20	51	43	29	53
	Language	92	18	42	100	24	44	85	29	45	92	23	45	43	27	47
	Mathematics	92	25	51	100	24	54	88	33	55	94	21	57	43	31	59
6	Reading	97	24	53	100	24	54	90	21	53	80	27	54	53	37	56
	Language	100	18	41	100	20	44	90	16	44	81	26	45	53	30	47
	Mathematics	100	22	57	100	26	59	90	22	60	81	31	63	52	41	65
7	Reading	79	28	52	100	20	53	88	29	52	86	21	53	33	33	55
	Language	79	29	52	100	21	54	88	30	54	89	22	55	34	35	58
	Mathematics	79	27	53	100	21	55	90	26	56	90	21	58	34	27	60
8	Reading	96	40	54	100	32	54	99	26	53	87	31	55	62	35	56
	Language	98	35	46	100	27	49	99	24	49	85	25	50	62	32	52
	Mathematics	98	31	52	100	32	54	99	23	56	95	28	58	62	27	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 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>54</b>	<b>50</b>
<b>Grades 3-4</b>	<b>84</b>	<b>81</b>
<b>Grades 4-5</b>	<b>61</b>	<b>58</b>
<b>Grades 5-6</b>	<b>88</b>	<b>93</b>
<b>Grades 6-7</b>	<b>61</b>	<b>57</b>
<b>Grades 7-8</b>	<b>83</b>	<b>77</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**

Students wear school uniforms. We have the DARE and GREAT programs here at the school. We also have a School Resource Officer. Teachers will receive staff development on school safety procedures.

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)

10

**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	\$3,947	\$2,163,399
Classroom Supplies	\$37	\$20,384
Administration	\$691	\$378,847
Support Services-Students	\$192	\$105,345
Other Support Services and Operations	\$949	\$520,346
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,817</b>	<b>\$3,188,321</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>	Tony Bustamante	(602) 232-4210	11301
<b>Transportation Policy</b>	Manuel Quihuis	(602) 243-4852	
<b>Community Resources</b>	Gael Tillery	(602) 243-4816	
<b>School Nutrition Programs</b>	Phyllis Jefferies	(602) 243-4830	
<b>Parent Organization</b>	PTSO Boosters/Parent Center	(602) 232-4210	11349
<b>Student Health/Nurse</b>	Mary Chick	(602) 232-4213	

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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