

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Amy L. Houston Academy

Roosevelt Elementary District  
7139 S. 10th Street, Phoenix, AZ 85042

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

**Principal:** Mrs. Gloria M. Henderson

**Schedule:** 7:30 AM to 4:00 PM

**Web Address:** Unpublished or Unavailable

**E-mail:** [hendersong@rsd.K12.az.us](mailto:hendersong@rsd.K12.az.us)

**Grades:** Pre-K-3

**2002 Enrollment:** 197

**Phone:** (602) 232-4230 x 11500

**Fax:** (602) 243-4957

### ∨ School Overview ∨

#### Mission

The mission of Amy L. Houston Academy is to provide all children with the opportunity to develop their fullest potential in a safe and multicultural environment by actively involving students, staff, parents, and community in the teaching and learning process.

#### Organization and Philosophy

- w Multiage classrooms (Pre-K , K)
- w Physically/Mentally Challenged (K-8)
- w Emotionally Challenged (ED-P K-6)
- w Traditonal Classrooms (K - 3)

#### Instructional Programs

- w Special Needs Services
- w Direct Instruction/Guided Lessons
- w Head Start - Extended Day
- w Intersession Enrichment Program
- w Hands-on/Project-based Instruction
- w Integrated Technology
- w Integrated Special Areas

#### School/Academic Goals

- w Improvement of student achievement so that all children can achieve at their greatest potential.
- w Assist students to realize their academic potential while learning to control behavior and to become responsible students through curriculum, information acquisition and positive interaction with the teaching/learning process.
- w Will continue to support a strong collaborative foundation which supports best practices, teaching strategies and methodologies.
- w To communicate effectively with parents and increase parental involvement.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	187
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	0

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

**Council Duties**

- W Assist with Site Accountability Plan
- W Works collaboratively with Title I
- W Develop student handbook procedures
- W Develop and support Parent Workshops
- W Support School Reform Plan
- W Formulate a school activity calendar

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	19.00
Other Professional Staff	2.00	Teacher Aide	20.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	1	3	0	0
7 to 9 years	1	1	0	0
10 or more years	3	3	0	0

∨ **Shared Responsibilities** ∨

**School**

The school: Provides a quality education to all children. Communicates with parents through progress reports, reports cards, newsletters, parent conferences and IEPs as indicated. Delivers an educational program that complies with all district and state standards. Provide a safe and clean learning environment. Offers meaningful opportunities for parental and student involvement.

**Parents**

The parents are responsible for student's attendance, reporting absences, tardies, monitor and return homework to school. They also must provide appropriate medical record information. Support the school dress code. Attend parent conferences and communicate regularly with teacher(s). Support the school in its efforts to maintain proper discipline.

∨ **Transportation Policy** ∨

Transportation of students is provided for students who have been deemed disabled as indicated in their respective Individual Education Programs (IEPs). Reasonable efforts are made to eliminate any particular hazards that might adversely affect the safety and welfare of any student.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	7/29/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Extended Schedule**

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#### Report Card Release Dates

10/4/02	1/10/03	3/28/03	5/30/03
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### Additional Calendar/Report Card Information

Review of special needs placement annually. Parent/Teacher conferences per semester. Daily Report Card (DRC) of Emotionally Disabled Students.

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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 - Yes

<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 Large Multi-purpose Room	W Media Center/Library
W Bundle of Books Lending Library	

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#### Extracurricular Activities

W PAL-Partnership After School Program	W Jumpstart-Pre School Summer Program
W Superintendent's Reading Club	W Student Council
W School Newspaper Club	W Parents as Partners Program

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#### School/Community Resources

W Alexander Disabilities After School Prg.	W PAL After School Program
W Foster Grandparent Program	W AIM - Attendance is Mandatory Program
W Social Worker Services	W Tunland After School Program
W Computer Center for Community	

## ∨ 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 Extended Day Head Start Program.
- W Mandatory uniform policy is now enforced with the total support of staff, site-based council members, parents and students.
- W Full-day Kindergarten class.  
Foster Grandparent Program.  
New Math adoption Program.  
Spelling Bee (English and Spanish). Poetry contest.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	34.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	4.0 %	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
Title I Block Party Participation Award	2002
Artist-in-Residence	2002
RSD Science Fair awards	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

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	15	490	27%	40%	33%	0%
	State	58840	524	9%	17%	45%	29%
Writing	School	15	485	40%	33%	27%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	14	453	50%	43%	7%	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

<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	--	--	--	--	--	--	--	--	--	68	38	60	--	--	--
2	Reading	--	--	--	100	12	50	50	26	52	67	28	53	52	45	57
	Language	--	--	--	100	9	40	53	22	43	70	24	44	41	51	48
	Mathematics	--	--	--	100	14	51	59	33	55	70	42	57	48	72	61
3	Reading	--	**	47	--	--	47	100	9	48	83	12	50	75	24	50
	Language	--	**	49	--	--	51	100	20	54	86	21	56	75	31	57
	Mathematics	--	**	46	--	--	49	100	12	52	90	16	54	75	24	56

## ∨ 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>47</b>	<b>27</b>
<b>Grades 3-4</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

Amy L. Houston Academy is committed to a safe and orderly school environment. A discipline policy has been developed to ensure this belief. Each classroom will have a posted plan, which includes expectations for behavior, consequences for violations, and rewards for compliance. A general awareness of safety for students and staff is provided via safety inservices, accident reports, safety committee meetings, fire and bus evacuation drills.

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).

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**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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$6,378	\$1,234,382
Classroom Supplies	\$117	\$22,612
Administration	\$1,427	\$276,144
Support Services-Students	\$483	\$93,523
Other Support Services and Operations	\$1,555	\$300,864
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$9,959</b>	<b>\$1,927,525</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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Diana Prickett	(602) 232-4230	11502
<b>Transportation Policy</b>	Manual Quihuis	(602) 243-4852	
<b>Community Resources</b>	Gael Tillery	(602) 243-4816	
<b>School Nutrition Programs</b>	Patsy Chavez	(602) 232-4234	11513
<b>Parent Organization</b>	Leticia Valdez	(602) 232-4230	11500
<b>Student Health/Nurse</b>	Diana Everitt	(602) 232-4230	11504

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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