

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Ignacio Conchos School

Roosevelt Elementary District  
1718 W. Vineyard, Phoenix, AZ 85041-5899

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

**Principal:** Mr. Douglas B. Allen  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.rsd.k12.az.us/~conchos](http://www.rsd.k12.az.us/~conchos)  
**E-mail:** [allend@rsd.k12.az.us](mailto:allend@rsd.k12.az.us)

**Grades:** Pre-K-8  
**2002 Enrollment:** 570  
**Phone:** (602) 232-4250 x 11700  
**Fax:** (602) 243-4969

## ∨ School Overview ∨

### Mission

I.G. Conchos Elementary School will meet the individual needs of all students by providing academic and leadership opportunities to become self-directed learners. This will be accomplished by implementing a challenging and developmentally appropriate standards-based curriculum in an environment conducive to learning.

### Organization and Philosophy

- w Standards-based Instruction
- w Grade Level Collaboration
- w Cooperative Learning
- w Enhance Higher-level Thinking Skills

### School/Academic Goals

- w Raise student academic achievement scores in all areas. Students will show achievement as measured by the Stanford 9, AIMS, report cards and portfolios.
- w Identify and encourage participation of students in the gifted program.

### Instructional Programs

- w Preschool and Head Start
- w On-site Resource Police Officer
- w Student Bilingual/ESL Classes
- w On-site Student Individual/Group Therapy
- w Adult ESL and GED Classes
- w On-site Parent Center
- w Afterschool Tutoring
- w On-site Special Education

- w Continue providing students with a caring, nurturing, and positive learning environment. Communicate effectively with parents and all stakeholders.
- w Enhance students' literacy in English and Spanish. Increase parental and volunteer involvement.

### Enrollment

October 1, 2001 School Year Student Enrollment:	546
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	35

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

**Council Duties**

- w Student Discipline
- w Instructional Strategies
- w Curriculum Development
- w Parent/Educator Relations
- w Mission/Vision
- w Community Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	29.50
Other Professional Staff	8.00	Teacher Aide	4.50

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

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

∨ **Shared Responsibilities** ∨

**School**

The school responsibility is to assist our students in becoming self-directed learners by: Embracing clear goals and high expectation; providing a safe and orderly environment, where students work cooperatively and demonstrate mutual respect; implementing a variety of research-based strategies to meet the individual needs of all learners; continuously monitoring student progress to ensure academic success; involving the education community and parents as learning partners.

**Parents**

Parents should ensure regular student attendance and punctuality. Parents are responsible for contacting the school if their child will not be at school or if their child will be tardy. Parents should foster their student's understanding and working knowledge of expected behavior, responsibility in the completion of in-school academic assignments, consistency in the completion of homework assignments and a cooperative pursuit for their child's success.

∨ **Transportation Policy** ∨

The responsibilities of the Transportation Department to the students of I.G. Conchos are to transport them safely; to transport them efficiently; to provide, twice yearly, bus evacuation drills for the children to understand the procedures on how to evacuate a bus.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 7/29/02  
**Average Daily Instruction Time:** 6 hrs. 25 min.                      **Last Day of School:** 5/30/03

**Operates on Year-round Schedule**

**Report Card Release Dates**

10/4/02                      1/10/03                      3/28/03                      5/30/03

**Additional Calendar/Report Card Information**

Two district-initiated parent conferences are scheduled annually. Parents are encouraged to contact teachers for conferences, as well as classroom observations. Teachers continuously contact parents through written letters, telephone contacts, site conferences and home visits. Students receive progress reports the fifth week of each grading period.

∨ **Resources Available at School Site** ∨

**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.

**Special Facilities**

- W Library
- W Cafeteria/Recreation
- W Band Room

**Extracurricular Activities**

- W Afterschool Tutoring/Sports
- W Golf Team
- W Recreation
- W Wake-Up Club
- W Student Council
- W Dance/Multicultural
- W Band Performances/School Choir
- W Jr. Medics Club/Jr. Execs

**School/Community Resources**

- W Intervention Counselor
- W I.G. Conchos Block Watch
- W Parent Center
- W Parent Teacher Student Organization
- W Counseling Services
- W I.G. Conchos Community Food Drive
- W Lunch Program
- W ESL/Bilingual Education Program

## ∨ 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 I.G. Conchos School continues to work in cooperation with parent groups, teachers, staff and community members within the schoolwide action plan to enhance student success.</p> <p>W I.G. Conchos School earned the Block Watch Grant, entitled 'Rise to the Challenge'. The grant will focus on two components: Providing a mentoring program for African American and Hispanic males; and providing adult ESL classes for the community.</p> | <p>W Conchos School earned The Learn &amp; Serve Grant which will support a mentoring project allowing students who are at risk the means to make positive behavior changes by working with younger peers in a program focusing on achieving excellence in school.</p> <p>W I.G. Conchos School continues to participate in community-wide clean-up efforts. Students, parents and community leaders assist in these projects. Community pride continues to be the theme for this activity.</p> |
|--|---|

### 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>	22.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.2 %	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
I.G. Conchos Block Watch Grant	2000
Learn and Serve Grant	2001
Safe Schools Grant	2001
Artist-in-Residence Grant	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>26</b>	<b>490</b>	<b>19%</b>	<b>50%</b>	<b>27%</b>	<b>4%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>26</b>	<b>498</b>	<b>19%</b>	<b>35%</b>	<b>46%</b>	<b>0%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>25</b>	<b>475</b>	<b>36%</b>	<b>28%</b>	<b>36%</b>	<b>0%</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>41</b>	<b>485</b>	<b>59%</b>	<b>22%</b>	<b>17%</b>	<b>2%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>43</b>	<b>459</b>	<b>51%</b>	<b>30%</b>	<b>19%</b>	<b>0%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>43</b>	<b>448</b>	<b>37%</b>	<b>51%</b>	<b>5%</b>	<b>7%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>43</b>	<b>477</b>	<b>53%</b>	<b>23%</b>	<b>23%</b>	<b>0%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>43</b>	<b>450</b>	<b>49%</b>	<b>44%</b>	<b>7%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>39</b>	<b>404</b>	<b>85%</b>	<b>15%</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	--	--	--	--	--	--	--	--	--	48	49	60	--	--	--
2	Reading	--	--	--	100	16	50	50	20	52	45	14	53	56	14	57
	Language	--	--	--	100	12	40	54	15	43	47	8	44	60	11	48
	Mathematics	--	--	--	100	12	51	53	15	55	47	13	57	60	17	61
3	Reading	94	21	47	100	16	47	79	16	48	78	22	50	70	22	50
	Language	96	23	49	100	27	51	78	24	54	79	30	56	70	33	57
	Mathematics	98	23	46	100	25	49	77	19	52	82	21	54	70	25	56
4	Reading	85	18	53	100	18	54	72	18	54	82	18	55	72	32	55
	Language	97	23	47	100	24	49	73	23	48	85	25	50	72	33	50
	Mathematics	98	20	51	100	18	54	73	26	55	88	19	57	72	34	58
5	Reading	100	21	51	100	18	51	74	17	51	81	15	51	70	23	53
	Language	100	20	42	100	20	44	74	19	45	83	17	45	70	23	47
	Mathematics	100	23	51	100	20	54	76	17	55	86	22	57	70	27	59
6	Reading	100	24	53	100	26	54	83	28	53	83	22	54	71	23	56
	Language	100	19	41	100	23	44	86	23	44	85	17	45	71	20	47
	Mathematics	100	24	57	100	34	59	86	32	60	87	23	63	74	26	65
7	Reading	100	21	52	100	23	53	79	25	52	79	21	53	78	25	55
	Language	100	20	52	100	31	54	80	28	54	79	25	55	80	28	58
	Mathematics	100	27	53	100	30	55	80	30	56	80	25	58	80	26	60
8	Reading	100	26	54	100	33	54	77	26	53	82	29	55	76	25	56
	Language	100	21	46	100	27	49	79	28	49	80	25	50	79	27	52
	Mathematics	100	23	52	100	32	54	79	32	56	88	25	58	81	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>71</b>	<b>73</b>
<b>Grades 3-4</b>	<b>83</b>	<b>91</b>
<b>Grades 4-5</b>	<b>86</b>	<b>70</b>
<b>Grades 5-6</b>	<b>91</b>	<b>80</b>
<b>Grades 6-7</b>	<b>88</b>	<b>74</b>
<b>Grades 7-8</b>	<b>74</b>	<b>78</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**

The presence of a full-time School Resource Officer (SRO) on the Conchos campus has been very successful. Classes on the law, gun safety, personal safety, theft, crimes, offenses and new juvenile crime laws will continue to be provided for our students. The SRO also facilitates the school's Wake-Up Club, which offers an alternative to an unhealthy illegal lifestyle, as well as promotes self-esteem, unity among students and pride in the community.

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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,397	\$1,850,044
Classroom Supplies	\$50	\$27,041
Administration	\$810	\$441,090
Support Services-Students	\$166	\$90,313
Other Support Services and Operations	\$941	\$512,414
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,363</b>	<b>\$2,920,902</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>	G. Hardwick/E. Dunlop	(602) 232-4250	
<b>Transportation Policy</b>	Manuel Quihuis	(602) 243-4852	
<b>Community Resources</b>	Elizabeth Pacheco	(602) 232-4250	
<b>School Nutrition Programs</b>	Susanna Estrada	(602) 232-4254	
<b>Parent Organization</b>	Veronica Nieto	(602) 232-4250	
<b>Student Health/Nurse</b>	Denise Missimer	(602) 232-4250	

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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