

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Southwest Elementary School

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

Roosevelt Elementary District  
1111 W. Dobbins, Phoenix, AZ 85041-8312

**Principal:** Ms. Susan Bejarano  
**Schedule:** 7:00 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [bejaranos@rsd.k12.az.us](mailto:bejaranos@rsd.k12.az.us)

**Grades:** K-8  
**2002 Enrollment:** 703  
**Phone:** (602) 232-4270  
**Fax:** (602) 243-4933

## ∨ School Overview ∨

### Mission

The mission of Southwest Elementary School is to provide a safe, challenging learning environment for students and community. Parents, students, community members and school staff are committed to being lifelong learners and actively seeking knowledge and experiences that will promote intellectual growth and respect for all people.

### Organization and Philosophy

- w High Academic Standards
- w Parental Involvement
- w Strengthening Relationships
- w Character Building

### School/Academic Goals

- w Focus on literacy growth for all students. Increase academic proficiency in all areas.
- w Provide effective staff development and training.

### Instructional Programs

- w Technology in all classrooms
- w On-site Special Education
- w ESL/Bilingual Instruction
- w Accelerated Reader Program
- w Afterschool and Intersession Enrichment
- w Superintendent's Reading Club
- w Multicultural Awareness Program
- w Full-day Kindergarten

- w Increase parental involvement, classes and services. Promote parents as partners in the educational process.
- w Increase student self-esteem and promote positive character traits and decision-making.

### Enrollment

October 1, 2001 School Year Student Enrollment:	668
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	55

<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**

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

**Council Duties**

- w School goals and focus
- w School Safety Issues
- w Extracurricular Activities
- w Parent/Educator Relations
- w Budget
- w Student Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	2.00	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	6	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	6	2	0	0
10 or more years	11	4	0	0

∨ **Shared Responsibilities** ∨

**School**

Southwest School provides a safe, intellectually challenging learning environment for children and parents. We accept the responsibility of communicating to parents, in both English and Spanish, to better serve all our community. We provide school policies, a student handbook and any resource materials needed for children to be successful. Communication with parents regarding student progress, activities and school issues is of utmost importance.

**Parents**

Parents are responsible for sending their children ready to learn and engage in positive, learning activities and interactions that will help them achieve and succeed. Parents are responsible for sending their children in proper uniform attire as written in the school handbook. Parents should ensure that their children have good attendance and keep communication open regarding homework and classroom activities.

∨ **Transportation Policy** ∨

Southwest School boundaries are west of Central Avenue; east of 35th Avenue; south of Dobbins Road to South Mountain Avenue; and north to Baseline between 19th and 35th Avenues. All students within the school boundaries are provided with transportation to and from school. Extended-day students who remain on the school site after school hours are provided transportation to school in the morning and home at 4:00 P.M. Transportation is provided to and from extracurricular sporting events.

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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>	5/30/03

**Operates on Extended Schedule**

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#### Report Card Release Dates

10/3/02	12/13/02	3/26/03	5/30/03
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### Additional Calendar/Report Card Information

Southwest Elementary School is on a modified, year-round school year beginning July 30, 2002 to May 30, 2003. There are three intersessions within this time frame. There is a two-week intersession on October 7-18, 2002, a three-week intersession on December 16-January 3, 2003, and a March 10-21, 2003 intersession.

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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 Media Center	W Extended Day Site
W Music/Band Rooms	W DARE/GREAT

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#### Extracurricular Activities

W Science Club	W Student Council
W Friends of Mother Earth Club	W Afterschool Sports Program
W Marching/Concert Band	W Flag Team
W Wake-Up Club	W Gifted Music Program

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#### School/Community Resources

W Extended Day Care	W Lunch/Breakfast Programs
W Asthma-mobile	W Evening College Classes
W Peer Mediation/Peer Leadership	W Block Watch
W Scouting	W Healthy Kids Dental 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

- w Increase in national standards test in literacy.      w Power Fitness for Youth, 1st Place, 2001-02.
- w Eleventh Annual District 7 South Mountain Block Watch Award/Wake-Up, 2000.      w Tenth Annual District 7 Block Watch Award, 1999.

### 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>	27.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.4 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.3 %	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
10th Annual District 7 Block Watch Award	1998
11th Annual District 7 Block Watch Award	1999
Recognition for published poetry	2001
1st Place - Power Fitness for Youth Program	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

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	46	524	4%	11%	63%	22%
	State	58840	524	9%	17%	45%	29%
Writing	School	45	535	2%	18%	73%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	46	507	4%	39%	50%	7%
	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	62	494	35%	21%	40%	3%
	State	61305	505	21%	20%	43%	15%
Writing	School	61	484	34%	31%	31%	3%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	63	465	29%	48%	10%	14%
	State	61760	494	14%	40%	12%	34%

#### Grade 8

Reading	School	52	489	33%	23%	38%	6%
	State	57484	504	24%	20%	40%	16%
Writing	School	49	492	6%	55%	39%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	53	441	55%	40%	6%	0%
	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	--	--	--	--	--	--	--	--	--	84	36	60	--	--	--
2	Reading	--	--	--	100	33	50	85	44	52	73	44	53	61	50	57
	Language	--	--	--	100	19	40	88	43	43	74	41	44	63	35	48
	Mathematics	--	--	--	100	45	51	89	54	55	76	42	57	67	48	61
3	Reading	81	28	47	100	30	47	85	33	48	79	33	50	85	48	50
	Language	81	37	49	100	47	51	85	40	54	82	45	56	85	63	57
	Mathematics	82	32	46	100	52	49	85	46	52	82	42	54	85	54	56
4	Reading	79	33	53	100	43	54	100	39	54	89	35	55	84	42	55
	Language	80	38	47	100	39	49	100	41	48	92	36	50	84	41	50
	Mathematics	80	44	51	100	46	54	100	49	55	86	43	57	84	39	58
5	Reading	100	36	51	100	26	51	87	42	51	97	32	51	70	39	53
	Language	100	34	42	100	30	44	89	38	45	97	33	45	71	35	47
	Mathematics	100	34	51	100	37	54	87	43	55	100	34	57	71	42	59
6	Reading	85	43	53	100	47	54	100	38	53	87	32	54	88	36	56
	Language	85	34	41	100	33	44	100	33	44	87	32	45	88	29	47
	Mathematics	85	44	57	100	53	59	100	45	60	87	39	63	86	38	65
7	Reading	95	32	52	100	40	53	100	43	52	85	35	53	87	49	55
	Language	96	32	52	100	47	54	100	51	54	82	48	55	86	57	58
	Mathematics	97	30	53	100	40	55	100	47	56	87	35	58	87	42	60
8	Reading	90	47	54	100	41	54	100	40	53	98	46	55	88	45	56
	Language	92	42	46	100	39	49	100	44	49	98	45	50	87	51	52
	Mathematics	92	34	52	100	34	54	100	42	56	95	47	58	87	44	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>83</b>	<b>71</b>
<b>Grades 3-4</b>	<b>91</b>	<b>61</b>
<b>Grades 4-5</b>	<b>69</b>	<b>70</b>
<b>Grades 5-6</b>	<b>86</b>	<b>80</b>
<b>Grades 6-7</b>	<b>88</b>	<b>80</b>
<b>Grades 7-8</b>	<b>80</b>	<b>80</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

Southwest School has embraced the following programs and resources in order to promote a safe learning environment: Resolving Conflict Creatively Program (RCCP), Character Counts, DARE/GREAT Programs, Peer Mediation, Wake-Up Club, Peace and Respect Team, Parents as Partners and Block Watch. We have a Prevention Specialist that actively employs education as a means to change and bring an awareness of positive behaviors and attitudes.

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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,227	\$2,134,156
Classroom Supplies	\$51	\$33,551
Administration	\$703	\$464,676
Support Services-Students	\$129	\$85,256
Other Support Services and Operations	\$972	\$642,800
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,081</b>	<b>\$3,360,439</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>	Susan Bejarano	(602) 232-4270	
<b>Transportation Policy</b>	Manuel Quihuis	(602) 243-4852	
<b>Community Resources</b>	Gael Tillery	(602) 243-4816	
<b>School Nutrition Programs</b>	Angie Valdez	(602) 232-4270	12006
<b>Parent Organization</b>	Patsy Normile	(602) 232-4270	
<b>Student Health/Nurse</b>	Heidi Boliek	(602) 232-4274	

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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