ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile[1]:

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

Raul Grijalva Elementary School

Tucson Unified District
1795 W. Drexel Road, Tucson, AZ 85746

Principal: Mrs. Emily O. Muñoz
Schedule: 7:30 AM to 4:00 PM
Web Address: edweb.tusd.k12.az.us/grijalva
E-mail: emilymunoz@tusd.k12.az.us

Grades: K-5
2002 Enrollment: 708
Phone: (520) 908-3600
Fax: (520) 908-3601

School Overview

Mission

Grijalva Elementary is a unique learning community united by a commitment to high expectations and success for all children.

Organization and Philosophy

- Self-contained Classrooms
- Bilingual & Structured English Immersion
- Departmentalized Classrooms
- Success For All Reading Classes

Instructional Programs

- Full-day Kindergarten
- GATE/Plus (Gifted Program)
- Special Education Resource
- Schoolwide Success For All Reading Prog.
- Grade-level Rotations & Cross-age Mentor
- Bilingual & Structured English Immersion
- Reading and Math Tutoring

School/Academic Goals

- All students will be instructed in ways which build on student strengths, interests, background experiences, language and prior knowledge.
- Effective instructional practices create a community of learners in which all students achieve their full potential.
- Structures exist at school sites to enable parents and community members to participate in their children's education.
- Students protect and respect the rights of all individuals.

Enrollment

October 1, 2001 School Year Student Enrollment:	727
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	9

[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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

School Site Council

Council Composition

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

Council Duties

- Budget Issues
- School Safety
- Parent/Educator Relations
- Curriculum Involvement
- Service Learning Projects
- Community Outreach

Staffing Information

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

Position	Number	Position	Number
Administrator	2.00	**Teacher**	30.00
Other Professional Staff	3.00	**Teacher Aide**	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

	Degree			
Experience	**Bachelor's**	**Master's**	**Doctorate**	**Other**
3 or fewer years	9	1	0	5
4 to 6 years	6	4	0	2
7 to 9 years	5	3	0	1
10 or more years	11	4	0	6

Shared Responsibilities

School

To provide a safe environment for students where they will receive instruction which is developmentally appropriate and promotes student success.

Parents

Parents are responsible for transporting students to school on time, reporting student absences and supporting the academic program.

Transportation Policy

All students live in the Grijalva School neighborhood. Students walk, ride bikes or are transported by parents.

V Calendar Information V

Number of Instruction Days:	177	**First Day of School:**	7/15/02
Average Daily Instruction Time:	5 hrs. 40 min.	**Last Day of School:**	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/17/02 12/19/03 3/13/03 5/21/03

Additional Calendar/Report Card Information

Parent/Teacher conferences. Home visits. Traditional progress reports. Weekly communication newsletters.

V Resources Available at School Site V

Nutrition Programs

Federal food programs available to eligible[3] students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

[3] 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 Computer work stations
- W Media Center
- W Music Room
- W Success For All Room

Extracurricular Activities

- W Sports Program
- W Make and Take Classes
- W Choir
- W Student Council
- W Safety Patrols
- W Tutoring

School/Community Resources

- W KidCo Afterschool Program
- W Firestation #18

v Indicators of Success v

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- Schoolwide literacy block - Success For All - every day for 90 minutes.
- Bilingual Strand in every grade level K-5.
- Classroom teachers follow a concentrated math curriculum specific for each grade level.

Student Information: 2001-02 Student Activity Rates

	School	Arizona K-6	Arizona 7-8	Arizona 9-12
Attendance Rate	92.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	10.7 %	19.6 %	19.5 %	20.5 %
Transfers In [5]**: Within District**	3.1 %	2.7 %	2.2 %	2.0 %
Transfers In [5]**: Out-of-District**	14.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	0.0 %	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.

v School Honors v

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Hohokam Heritage Habitat Grant	1996
Student Teacher of the Year	1999

V Academic Achievement Indicators V

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

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 3

		Number Tested	MS	FFB	A	M	E
Reading	**School**	**93**	**507**	**15%**	**19%**	**56%**	**10%**
	State	58840	524	9%	17%	45%	29%
Writing	**School**	**89**	**519**	**15%**	**21%**	**56%**	**8%**
	State	57282	541	10%	12%	63%	16%
Mathematics	**School**	**89**	**495**	**18%**	**39%**	**29%**	**13%**
	State	59030	517	11%	27%	35%	27%

Grade 5

Reading	**School**	**118**	**497**	**28%**	**26%**	**40%**	**6%**
	State	61305	505	21%	20%	43%	15%
Writing	**School**	**119**	**500**	**20%**	**32%**	**40%**	**8%**
	State	59599	512	17%	26%	42%	16%
Mathematics	**School**	**123**	**469**	**23%**	**50%**	**12%**	**15%**
	State	61760	494	14%	40%	12%	34%

[1]Results reflect student performance on the English form of AIMS.
[2]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."

V Mathematics Education and AIMS V

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**.

V Academic Achievement Indicators V

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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	**Content Area**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**
1	Reading	--	--	--	--	--	--	--	--	--	69	64	60	--	--	--
2	Reading	--	--	--	100	36	50	90	36	52	64	46	53	64	44	57
	Language	--	--	--	100	32	40	98	27	43	71	41	44	64	39	48
	Mathematics	--	--	--	100	32	51	93	25	55	73	47	57	66	45	61
3	Reading	85	33	47	100	35	47	97	39	48	76	43	50	81	40	50
	Language	85	33	49	100	39	51	98	40	54	76	43	56	85	46	57
	Mathematics	85	30	46	100	23	49	99	24	52	78	37	54	82	37	56
4	Reading	86	44	53	100	40	54	95	43	54	83	39	55	82	40	55
	Language	87	47	47	100	41	49	100	41	48	83	33	50	79	33	50
	Mathematics	89	41	51	100	31	54	100	36	55	83	36	57	79	40	58
5	Reading	91	41	51	100	47	51	100	40	51	93	45	51	87	40	53
	Language	90	38	42	100	37	44	100	31	45	94	40	45	88	28	47
	Mathematics	95	34	51	100	37	54	100	34	55	94	40	57	88	37	59

V Measure of Academic Progress V

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[9] 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	**73**	**48**
Grades 3-4	**81**	**89**
Grades 4-5	**71**	**77**
Grades 5-6	*******	*******

*Less than 10 students matched **No information available ***Not applicable

V School Safety V

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 Grijalva Safety Committee increased security at the site by locking specific gates and entrances; increasing monitor supervision; developing a schoolwide invacuation and evacuation plan that students practice monthly; and requiring that all visitors sign-in at the office and wear a visitor badge.

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). 0

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	$2,370	$1,690,970
Classroom Supplies	$27	$18,934
Administration	$431	$307,665
Support Services-Students	$249	$177,483
Other Support Services and Operations	$695	$495,882
Total Expenditures- All Categories 2000-2001	$3,772	$2,690,934

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
School Site Council	Emily Muñoz	(520) 908-3660	
Transportation Policy	Emily Muñoz	(520) 908-3600	
Community Resources	David Dietz	(520) 908-3631	
School Nutrition Programs	Maria Seguieros	(520) 908-3623	
Parent Organization	Joseph Sanchez	(520) 908-3600	
Student Health/Nurse	Isabel Moreno	(520) 908-3617	

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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