

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile ¹:

- Alternative School
- Pre-K - 2
- New School

Cesar Chavez Middle School, Inc.

Cesar Chavez Middle Schools, Inc.
4700 S. Park Ave., Tucson, AZ 85714

Director: Dr. Judy Bisignano
Schedule: 8:00 AM to 5:00 PM
Web Address: www.cesarchavezmiddleschool.com
E-mail: judybiz@worldnet.att.net

Grades: 6-8
2002 Enrollment: 100
Phone: (520) 573-1500
Fax: (520) 573-1600

∨ School Overview ∨

Mission

Cesar Chavez Middle School empowers its students with the skills, behaviors and attitudes necessary to be successful high school students, lifelong learners and contributing members to their families and local community. Our bottom line is student achievement within a rich learning environment that supports the history, culture and interests of our Chicano/a students.

Organization and Philosophy

- w Alternative Charter School
- w Block Scheduling
- w Multiage Classrooms
- w Small Classes

Instructional Programs

- w Chicano Studies Integrated Throughout
- w Integrated Curriculum/Instruction
- w Extended Field Trips
- w Tutoring
- w After-School Programs

School/Academic Goals

- w Each year, 50% of the CCMS students will progress at least one year and 50% will progress at least two years in reading comprehension as determined by teacher observations and Informal Reading Inventories.
- w Each year, 50% of the CCMS students will progress at least one year and 50% will progress at least two years in writing and speaking skills as evidenced by teacher observations and student portfolio entries.
- w Each year, 50% of the CCMS students will progress at least one year one and 50% will progress at least two years in mathematical computation and problem solving as determined by teacher observations and ongoing informal test taking.
- w Each year, 90% of the CCMS students will show a steady increase in self-esteem and perceptions of their competence as learners as determined by parents' and teachers' observations and the Rosenberg Self-Esteem Scale.

Enrollment

October 1, 2001 School Year Student Enrollment:	88
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	87

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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.50	Teacher	11.00
Other Professional Staff	4.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

It is the role of the school to serve as 'guardians' of the students during school hours. We are obligated to keep the students safe and free from harm. Then we are obligated to increase their academic skills as well as their self-esteem, respect for others and enjoyment of learning. Finally, the school is obligated to communicate well and often with parents as to how we are meeting the above stated goals for each student entrusted to our care.

Parents

Parents are responsible for: 1) getting their child(ren) to school every day. 2) calling the school when a child is tardy or absent. 3) providing a home atmosphere where homework can be completed efficiently and effectively. 4) attending all parent meetings, and scheduled student-parent-teacher conferences. Finally, parents are encouraged to visit and asked to volunteer at the school whenever possible.

∨ **Transportation Policy** ∨

Most of our students live within three miles of the school. These students either walk to and from school or are transported by parents or relatives. Parents transport their children without reimbursement from the school. About 10% of our students take the public bus to and from school.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/26/03

Operates on Extended Schedule

Report Card Release Dates

11/8/02	3/7/03	6/26/03
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Additional Calendar/Report Card Information

CCMS uses a portfolio assessment system containing checklists, observations, interviews, surveys, examples of student's work, etc. Although portfolios will never replace traditional tests, they can be powerful assessment tools, signaling where instruction needs strengthening long before student test results can indicate. The teachers are trained in portfolio assessment, which includes student-written rubrics (assessment "scorecards") for judging portfolios.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - No

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 Lab w multimedia capability.	W Arts Lab with 2-D and 3-D capability.
W Photo Darkroom supports both 1 & 2.	

Extracurricular Activities

W After School Sports Program	W After School YO Program
W After School Homework Helper Program	W Extended Field Trips

School/Community Resources

W Parenting Classes via Project YES	W After School YO Program
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∨ 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 Reading Goal:

50% will increase 1 year.
50% will increase 2 years.

Actual Accomplishment:

37% increased 1 year
44% increased 2 years
19% increased 3 years
as determined by teacher observation & Stanford 9 assessment.

W Writing Goal:

50% will increase 1 year.
50% will increase 2 years.

Actual Accomplishment:

53% increased 1 year
47% increased 2 years
as determined by teacher observation & Stanford 9 assessment.

W Math Goal:

50% will increase 1 year.
50% will increase 2 years.

Actual Accomplishment:

31% increased 1 year
47% increased 2 years
22% increased 3 years

W Self-Esteem Goal:

90% will show a steady increase in self-esteem using the Rosenberg Self-Esteem Scale.

Actual Accomplishment:

53% 01-19%
28% 20-39%
06% 40-59%
10% 60-79%
03% 80-99%

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out⁴	3.9 %	19.6 %	19.5 %	20.5 %
Transfers In⁵: Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In⁵: Out-of-District	7.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate⁸	NA			9.5 %
Status Unknown⁹	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.

∨ School Honors ∨

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

∨ 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 ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	39	469	56%	23%	18%	3%
	State	57484	504	24%	20%	40%	16%
Writing	School	38	460	39%	55%	5%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	35	403	86%	14%	0%	0%
	State	57734	459	39%	40%	14%	7%

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

¹Results reflect student performance on the English form of AIMS.

²Class 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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	Content Area	%	Score	AZ												
6	Reading	--	--	53	--	--	54	--	--	53	85	27	54	100	16	56
	Language	--	--	41	--	--	44	--	--	44	85	14	45	100	13	47
	Mathematics	--	--	57	--	--	59	--	--	60	85	40	63	100	20	65
7	Reading	--	--	52	--	--	53	--	--	52	86	28	53	100	23	55
	Language	--	--	52	--	--	54	--	--	54	86	21	55	100	18	58
	Mathematics	--	--	53	--	--	55	--	--	56	86	28	58	100	21	60
8	Reading	--	--	54	--	--	54	--	--	53	100	34	55	81	26	56
	Language	--	--	46	--	--	49	--	--	49	100	19	50	83	17	52
	Mathematics	--	--	52	--	--	54	--	--	56	100	30	58	83	25	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 Stanine⁹ 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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 5-6	73	53
Grades 6-7	82	64
Grades 7-8	*	*

*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

In order to promote a safe and healthy learning environment, the teachers and students at CCMS actively work at respecting themselves and others, as well as school property and material things. The school particularly benefits from unique programs made possible by a Dissemination Grant from the School Improvement Program of the National Department of Education and support from the National Council of La Raza.

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 not 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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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	NDS		
Transportation Policy	Alex Galaz	(520) 573-1500	
Community Resources	Baudelina Amezcua	(520) 573-1500	
School Nutrition Programs	Barbara Herrera	(520) 573-1500	21
Parent Organization	Alma Moodie	(520) 573-1500	
Student Health/Nurse	Alex Galaz	(520) 573-1500	10

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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