

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Thomas R. Weitzel Elementary School

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

Flagstaff Unified District  
3401 N. 4th Street, Flagstaff, AZ 86004

**Principal:** Dr. L. Stephen Rice  
**Schedule:** 8:00 AM to 3:30 PM  
**Web Address:** [www.flagstaff.k12.az.us](http://www.flagstaff.k12.az.us)  
**E-mail:** [srice@flagstaff.apscc.org](mailto:srice@flagstaff.apscc.org)

**Grades:** Pre-K-6  
**2002 Enrollment:** 403  
**Phone:** (928) 773-4090  
**Fax:** (928) 773-4100

## ∨ School Overview ∨

### Mission

We, the Weitzel Elementary School Community, believe that we are collectively responsible for providing a learning environment conducive to learning, where children are valued for their uniqueness, and each child experiences success. Students are engaged in opportunities to develop intellectual, reasoning, creative and social skills that will enable them to grow into their full potential as productive citizens and lifelong learners.

### Organization and Philosophy

- w Rigorous, comprehensive curricula.
- w Foster ideas, perspectives, diversity.
- w Encourage creativity and risk taking.
- w Promote involvement and communication.

### School/Academic Goals

- w Increase total school percentile scores in Reading, Math, and Language Arts by two percentile points as measured by the SAT9 test. Comparing the 2003 scores with 2002 scores based on the same morning.
- w Increase attendance and students being on time to school by five percent.

### Instructional Programs

- w Sped. preschool and all-day K.
- w Gifted and enrichment. programs
- w Computer instr. by a certified teacher.
- w Sped. assistance/ pull-out or inclusion.
- w Hearing impaired instruction.
- w Library media center/computer lab.
- w Collaborative Literacy Intervention Proj
- w Math and Science Olympiad

- w Ninety percent of the students will participate in two exhibitions during the 2002-2003 school year. This may include but not limited to art shows, performances in band, strings or choir, writing, and drama.

### Enrollment

October 1, 2001 School Year Student Enrollment:	420
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	63

<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)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w School safety
- w Support for obtaining school goals
- w Provide school information to families
- w Budget
- w Parent involvement
- w School and family activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	22.50
Other Professional Staff	7.80	Teacher Aide	4.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	2	1	0	0
10 or more years	5	12	1	1

∨ **Shared Responsibilities** ∨

**School**

Weitzel School's faculty are responsible for providing a safe, nurturing learning environment for all students. We stress with our students the following character traits: Safety, Honesty, Positive Attitude, Respectfulness, Responsibility, and Preparedness (SHARP). Teachers provide opportunities for each student to experience success and also challenge them to take risks that go above and beyond their perceived capabilities. We feel it is important to prepare each child to be life long learners.

**Parents**

Parents need to become involved with their children at school. Parents are responsible for getting their students to school on time. Parents need to help their students be prepared and ready to learn each day. Families are to provide an area at home for children to comfortably complete homework and read. Students take home daily their agendas which show what took place in school that day and what assignments need to be completed. Parents are to review the agendas with their child and sign them.

∨ **Transportation Policy** ∨

Weitzel is primarily a walking school with the exception of a bus which brings in students along Highway 89 from Gray Mountain to Sunset Crater and two Special Needs transfer busses. Students who live more than a mile from school and live within our attendance boundaries will be provided transportation. Families who attend Weitzel as part of open enrollment must provide their own transportation.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 178                      **First Day of School:** 8/26/02  
**Average Daily Instruction Time:** 6 hrs. 15 min.      **Last Day of School:** 6/5/03  
**Operates on Traditional Schedule**

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**Report Card Release Dates**

11/15/02                      2/28/03                      6/5/03

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**Additional Calendar/Report Card Information**

∨ **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 Computer Lab with 25 comp. with internet                      W Library

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**Extracurricular Activities**

W Science and Math Olympiad teams                      W Homework club  
W Big Brothers Big Sisters mentoring

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**School/Community Resources**

W NDS

## ∨ 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 85% of our students participated in at least two exhibitions for the 2001-2002 school year. Some of the exhibitions included: Band strings and choir performances, Art shows, science fair, young authors, plays and drama.
- W Over all achievement test scores improved in 2002. Language Arts had a 3.5 percentile points growth, Math had improved by 8 percentile points, and Reading by 4 percentile points.
- W Students in grades K-5 participated in the Invest Character Education Program. Every class had positive growth as measured by a pre/post test. Discipline referrals to the office were also down.

### 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>	25.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	2.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
Arizona Teacher Hero, American Red Cross	2002
VFW Teacher Award and Americanism Award	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>38</b>	<b>518</b>	<b>8%</b>	<b>16%</b>	<b>55%</b>	<b>21%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>39</b>	<b>530</b>	<b>8%</b>	<b>10%</b>	<b>77%</b>	<b>5%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>42</b>	<b>511</b>	<b>12%</b>	<b>33%</b>	<b>31%</b>	<b>24%</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>51</b>	<b>504</b>	<b>14%</b>	<b>37%</b>	<b>41%</b>	<b>8%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>51</b>	<b>510</b>	<b>8%</b>	<b>33%</b>	<b>49%</b>	<b>10%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>52</b>	<b>502</b>	<b>10%</b>	<b>38%</b>	<b>13%</b>	<b>38%</b>
	State	61760	494	14%	40%	12%	34%

<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	--	--	--	--	--	--	--	--	--	95	52	60	--	--	--
2	Reading	--	--	--	100	56	50	79	59	52	68	55	53	82	53	57
	Language	--	--	--	100	47	40	95	44	43	71	47	44	82	48	48
	Mathematics	--	--	--	100	64	51	92	60	55	69	50	57	82	53	61
3	Reading	100	51	47	100	43	47	90	40	48	69	53	50	67	42	50
	Language	100	47	49	100	41	51	95	35	54	72	50	56	65	48	57
	Mathematics	100	37	46	100	32	49	94	35	52	73	45	54	67	46	56
4	Reading	91	57	53	100	59	54	97	62	54	75	53	55	69	67	55
	Language	97	49	47	100	51	49	100	48	48	71	47	50	68	57	50
	Mathematics	100	44	51	100	40	54	100	58	55	69	47	57	65	59	58
5	Reading	100	56	51	100	59	51	95	56	51	82	54	51	79	61	53
	Language	100	45	42	100	41	44	95	44	45	84	44	45	78	51	47
	Mathematics	100	44	51	100	46	54	94	52	55	87	53	57	79	63	59
6	Reading	99	63	53	100	64	54	95	63	53	83	56	54	80	66	56
	Language	100	50	41	100	59	44	95	53	44	81	47	45	81	59	47
	Mathematics	100	60	57	100	65	59	94	65	60	84	64	63	81	78	65

∨ **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>58</b>
<b>Grades 3-4</b>	<b>97</b>	<b>83</b>
<b>Grades 4-5</b>	<b>84</b>	<b>96</b>
<b>Grades 5-6</b>	<b>85</b>	<b>92</b>
<b>Grades 6-7</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**

Weitzel School has worked extensively in developing a lock down procedure and evacuation plan. Each class is equipped with a kit that could sustain a class for several hours in the event of a lock down. Drills are practiced monthly. We stress the character traits of Safety, Honestly, Positive Attitude, Responsibility, Respectfulness, and prepared (SHARP).

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).

2

**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	\$3,150	\$1,448,409
Classroom Supplies	\$1	\$666
Administration	\$377	\$173,557
Support Services-Students	\$147	\$67,471
Other Support Services and Operations	\$639	\$293,900
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,315</b>	<b>\$1,984,003</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>	Lori Penrod	(928) 773-4090	
<b>Transportation Policy</b>	Fred Fennell	(928) 773-4171	
<b>Community Resources</b>	Gail Santilli	(928) 773-4094	
<b>School Nutrition Programs</b>	Dee Bonner	(928) 773-4096	
<b>Parent Organization</b>	Tre Reader	(928) 773-4090	
<b>Student Health/Nurse</b>	Lonna Culbertson	(928) 773-4092	

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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