

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile ¹:

Alternative School

Pre-K - 2

New School

Tuba City Primary School

Tuba City Unified District
Main Street, Tuba City, AZ 86045-0067
Mailing Address: P.O. Box 67, Tuba City, AZ 86045-0067

Principal: Mr. Lee Tsinigine

Schedule: 7:30 AM to 5:00 PM

Web Address: www.tcusd.k12.az.us

E-mail: itsinigine@tcusd.k12.az.us

Grades: Pre-K-2

2002 Enrollment: 352

Phone: (928) 283-6277 x 1082

Fax: (928) 283-1114

∨ School Overview ∨

Mission

The mission of the Tuba City Primary School is to provide an equal education to all students to enhance cultural values and promote intellectual, social, emotional and physical development. This education is a shared responsibility of the child, family, school and community.

Organization and Philosophy

- w Traditional School Year/Back-to-Basics
- w Multiage/Multigrade Level
- w Self-contained Classrooms
- w Team Teaching/Cooperative Learning

Instructional Programs

- w Success For All Reading Program
- w Math/Science/Language Arts
- w Full-day Kindergarten
- w Gifted/Advanced Placement
- w On-site Special Education
- w Title I Tutoring
- w Navajo Language & Culture
- w Computer Literacy & Library

School/Academic Goals

- w All students will increase their ability to communicate in English in the areas of reading, writing and language.
- w Students will increase their proficiency in English in the areas of listening, speaking and writing.
- w Students will develop higher-order thinking skills by understanding and applying problem solving strategies, concepts and ideas to solve real problems. They will be able to visualize, analyze, summarize, reason and apply knowledge independently.
- w Students will develop basic communication skills in the Navajo language: Reading, Writing, Language and Listening.

Enrollment

October 1, 2001 School Year Student Enrollment:	369
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	0

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

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

Council Duties

- w Instructional Programs
- w School Improvement Plan
- w Parent/Educator/Community Relations
- w Student Discipline Policy
- w School Safety Issues
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	6.00	Teacher Aide	17.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	2	0	0
10 or more years	5	14	0	0

∨ **Shared Responsibilities** ∨

School

The school's responsibility to parents is to provide an academic program that reflects the needs of its students by providing programs that meet state, district and local standards, and the preservation of cultural ideals; providing for the social and emotional growth of its students and maintaining parent/teacher communication.

Parents

The parent's responsibility is to support the school through encouraging daily school attendance; supporting the academic and discipline programs; and providing basic needs of food, health and clothing. In addition, participating in their child's learning and all school activities.

∨ **Transportation Policy** ∨

Transportation for students is provided from a radius of 55 miles, and the majority of the school district is within the Coconino County boundaries. The district provides transportation to students under the open enrollment policy. Our areas encompass rural dirt roads, as well as paved roads.

∨ 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 We adopted a reading program that includes a strong phonics program. Based on eight weeks' assessments and Stanford 9 test results, our students' reading level is closer to grade level. Many more students are reading at, and above, grade level.</p> <p>W Listening, speaking and writing: Students are developing their communication skills. With cooperative learning strategies and techniques, students are becoming more involved in group projects and activities and greatly increasing their understanding.</p> | <p>W Our Title I program features daily tutoring in reading and interactive computer instruction. These programs have been helpful in the consistent improvement of student achievement scores in reading and math.</p> <p>W Navajo Language and Culture: Through our Navajo Language and Culture Program, students are improving their knowledge of Navajo culture and their ability to speak and understand the Navajo language.</p> |
|---|--|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.1 %	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.

∨ School Honors ∨

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

Award/Honor	Year
North Central Assn Teacher of the Year Nomination	2000
National Anthology of Young Poets - 6 Published	2000
State Science Embry Riddle - Honorable Mention	2001
Dine' Education Best Practices School Award	2001

∨ Academic Achievement Indicators ∨

The goal of the Arizona Department of Education (ADE) is to improve student achievement. Establishing excellent academic standards and incorporating them in our K-12 school curriculum is crucial to improving teaching and learning. The *Arizona Academic Standards* define what Arizona students should know and be able to do. They provide parents, teachers and students with a clear understanding of what is expected of them.

Because school accountability and reporting of student achievement data also are vital to increase student success, the purpose of the Arizona School Report Card is to provide parents with information on student progress and school performance. The norm-referenced test scores (Stanford 9) on page 6 compare the general performance of students in the same grades across the state. But to determine if students meet specific standards, a criterion-referenced test was developed. *Arizona's Instrument to Measure Standard* (AIMS) measures student performance against the criteria defined in our Arizona Academic Standards.

The state Board of Education selected the standards for reading, writing and mathematics as the basis for AIMS because they form the foundation for all other learning. AIMS will be given annually to students in grades 3, 5, 8 and high school. Statewide administration of AIMS for grades 3, 5 and 8 began in the spring of 2000. The Class of 2006 will be the first to take AIMS reading, writing and mathematics as a requirement for graduation. Students passing AIMS also must meet all school and district requirements to receive an Arizona high school diploma.

Language Arts Standards

READING*(adopted by the State Board of Education July 8, 1996)*

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

WRITING*(adopted by the State Board of Education August 7, 1996)*

Students effectively use written language for a variety of purposes and with a variety of audiences.

Mathematics Standards*(adopted by the State Board of Education August 26, 1996)*

NUMBER SENSE

Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.

DATA ANALYSIS AND PROBABILITY

Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.

PATTERNS, ALGEBRA AND FUNCTIONS

Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.

GEOMETRY

Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

MEASUREMENT AND DISCRETE MATHEMATICS

Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.

MATHEMATICAL STRUCTURE/LOGIC

Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

For more information regarding the Arizona Academic Standards, you may visit the Internet site at <http://www.ade.az.gov> or contact Dr. Paul Young's office at (602) 542-5031.

∨ 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	--	--	--	--	--	--	--	--	--	92	58	60	--	--	--
2	Reading	--	--	--	90	27	50	99	31	52	95	42	53	51	54	57
	Language	--	--	--	94	13	40	98	18	43	95	25	44	54	41	48
	Mathematics	--	--	--	96	17	51	99	27	55	95	42	57	52	64	61

∨ 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; therefore, no data to report.

∨ 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 school has an Emergency Preparedness Plan and School Crisis Response Team. Students and staff practice monthly emergency evacuation drills. We are on year four of our five-year Facilities Improvement Plan which was developed and implemented this year to meet structural and grounds improvement needs.

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 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	\$3,534	\$1,340,469
Classroom Supplies	\$51	\$19,387
Administration	\$843	\$319,855
Support Services-Students	\$155	\$58,694
Other Support Services and Operations	\$1,274	\$483,091
Total Expenditures- All Categories 2000-2001	\$5,857	\$2,221,496

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	Lee Tsinigine	(928) 283-6277	1082
Transportation Policy	Phillip Johnson	(928) 283-6001	1071
Community Resources	Harriett Sloan	(928) 283-6277	2170
School Nutrition Programs	Jose Baca	(928) 283-1028	
Parent Organization	Lee Tsinigine	(928) 283-6277	1082
Student Health/Nurse	Lois Begay	(928) 283-6277	2155

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."