

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Dzil Libei Elementary School

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

Tuba City Unified District
Three Miles South of Cameron, Cameron, AZ 86020
Mailing Address: P.O. Box 67, Tuba City, AZ 86045-0067

Principal: Mrs. Lorna Lewis
Schedule: 8:00 AM to 5:00 PM
Web Address: Unpublished or Unavailable
E-mail: llewis@TCUSD.k12.az.us

Grades: K-6
2002 Enrollment: 133
Phone: (928) 679-2243
Fax: (928) 679-2580

∨ School Overview ∨

Mission

The mission of the TCUSD #15 is to educate the whole student so that they will become responsible adults, and contributing members of a changing society. The purpose is to challenge, inspire and guide all children to develop their capacity to learn and grow physically, socially, emotionally and spiritually. Dzil Libei Elementary will provide a positive, enriching, high performing and safe environment for all students.

Organization and Philosophy

- w Back-to-Basics
- w Multiage Classrooms
- w Self-contained Classrooms
- w Traditional

Instructional Programs

- w Navajo Culture/Language
- w Back-to-Basics--Reading/Success For All
- w Math Investigations - Hands On
- w Full-day Kindergarten
- w On-site Special Education
- w Schoolwide Program
- w FOSS Science - Technology
- w Parent Tutor Assistants

School/Academic Goals

- w Students will increase proficiency in reading, vocabulary, math and language development over the previous school year.
- w Students will increase test scores on the SAT 9 in reading, math and language.
- w Students will develop higher-order thinking skills to enhance proper decision-making strategies and problem-solving resolution skills.
- w Students will enhance mathematics, science and technology skills and become better prepared to meet the challenges at the junior high level.

Enrollment

October 1, 2001 School Year Student Enrollment:	134
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)
- 1 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Parent/Educator Relations
- w Extracurricular Activities
- w School Safety Issues
- w Curriculum Development
- w Instructional Strategies
- w Personnel Decisions

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	3.50	Teacher Aide	2.00

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	1	0	0
7 to 9 years	1	0	0	0
10 or more years	0	5	0	0

∨ **Shared Responsibilities** ∨

School

To provide a safe, caring and violent-free environment for all students. To collaborate with parents on portfolios, accident reports, Stanford 9 scores, disciplinary concerns, progress reports, Parent/Teacher meetings, Parent/Teacher conferences and parent involvement in the total curriculum.

Parents

Plan for the education of children with the school. Promote consistent attendance, parent involvement with homework, school activities, and various student and teacher incentives throughout the school year. Be active in various school functions and ensure success for all students.

∨ **Transportation Policy** ∨

Students are transported from a radius of ten miles, and 99% of the students are transported daily; 1% walk or are transported to school by parents. All students qualify to ride school buses. All safety measures are taken to ensure the safety of the students.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/12/02
Average Daily Instruction Time:	5 hrs. 45 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/17/02	1/8/03	3/13/03	5/23/03
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Additional Calendar/Report Card Information

No alternative reporting schedule is accommodated since Dzil Libei School aligns with the four report card distribution schedule.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ 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 Medium-sized Gym	W Computer Lab
W Library	W Higher/Lower Playground

Extracurricular Activities

W Student Council	W Afterschool Study Hall and Tutoring
W Girls/Boys Basketball Teams	W Intramural Basketball Camp/Tournament
W Intramural Soccer/Lunch time	W School Choir
W Girl Scouts	W Chess Club

School/Community Resources

W Recreational Activities	W Clothing/Food Banks
W Health Services	W Crisis Intervention
W Head Start	W Cameron Youth Project

∨ 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 Students achieved adequate proficiency in reading, vocabulary and language development progressively.</p> | <p>W Students achieved adequate proficiency in listening, speaking and writing.</p> |
| <p>W Students achieved adequate higher-order thinking skills, proper decision-making strategies and problem-solving skills.</p> | <p>W Students achieved adequate basic communication skills in the Navajo language.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.9 %	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.

∨ School Honors ∨

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

Award/Honor	Year
Stars in the Desert	2000
Success For All School	2001
Regional Spelling Bee Participants	2001
Basketball Teams Participants	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 ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	17	488	24%	47%	29%	0%
	State	58840	524	9%	17%	45%	29%
Writing	School	16	479	38%	44%	19%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	16	473	19%	69%	12%	0%
	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	18	483	61%	22%	17%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	18	456	56%	33%	11%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	19	436	53%	42%	5%	0%
	State	61760	494	14%	40%	12%	34%

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

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	100	50	60	--	--	--
2	Reading	--	--	--	100	15	50	13	**	52	91	25	53	83	51	57
	Language	--	--	--	100	9	40	100	10	43	91	14	44	89	27	48
	Mathematics	--	--	--	100	13	51	100	16	55	87	27	57	89	59	61
3	Reading	100	19	47	100	17	47	100	19	48	100	15	50	100	20	50
	Language	100	19	49	100	16	51	100	24	54	100	21	56	100	25	57
	Mathematics	100	21	46	100	19	49	100	24	52	100	29	54	100	34	56
4	Reading	50	27	53	100	36	54	83	18	54	82	17	55	100	26	55
	Language	100	35	47	100	32	49	83	27	48	82	21	50	100	31	50
	Mathematics	100	26	51	100	25	54	94	27	55	86	29	57	100	30	58
5	Reading	78	25	51	100	23	51	85	25	51	71	17	51	65	14	53
	Language	85	18	42	100	27	44	85	19	45	81	24	45	70	13	47
	Mathematics	85	16	51	100	23	54	89	23	55	81	36	57	74	18	59
6	Reading	100	25	53	100	26	54	61	34	53	74	33	54	75	26	56
	Language	100	25	41	100	22	44	81	23	44	81	24	45	80	21	47
	Mathematics	100	34	57	100	23	59	81	21	60	85	30	63	90	33	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 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 2-3	70	90
Grades 3-4	79	80
Grades 4-5	*	*
Grades 5-6	73	69
Grades 6-7	***	***

*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

Positive classroom management. Classroom sizes have been reduced. Recreation program that requires positive behavior. Many community members are employed by the school. Constant supervision. Crisis and school bus evacuation plan are in place. Parents are given a copy of the school policy.

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	\$2,205	\$346,976
Classroom Supplies	\$13	\$2,118
Administration	\$975	\$153,429
Support Services-Students	\$262	\$41,205
Other Support Services and Operations	\$1,196	\$188,251
Total Expenditures- All Categories 2000-2001	\$4,652	\$731,979

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	Teddy Badoni	(928) 679-2310	
Transportation Policy	Phillip Johnson	(928) 283-6279	
Community Resources	Harry Manygoats	(928) 283-6280	
School Nutrition Programs	Jose Baca	(928) 283-1028	
Parent Organization	Teddy Badonie	(928) 679-2310	
Student Health/Nurse	NDS		

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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