

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### John Jacobs Elementary School

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

Washington Elementary District  
14421 N. 23rd Avenue, Phoenix, AZ 85023-6099

**Principal:** Ms. Patricia MacArthur

**Schedule:** 7:30 AM to 3:30 PM

**Web Address:** [www.wesd.k12.az.us/](http://www.wesd.k12.az.us/)

**E-mail:** [www.pmacart@jj.wesd.k12.az.us](mailto:www.pmacart@jj.wesd.k12.az.us)

**Grades:** Pre-K-6

**2002 Enrollment:** 604

**Phone:** (602) 896-5700

**Fax:** (602) 896-5720

## ∨ School Overview ∨

### Mission

The mission at John Jacobs School is to provide the best possible education for our students, challenging them to be creative, resourceful citizens, who have respect for their world, their community and individual diversities. The common goal of the staff and patrons is to promote student academic excellence, awareness and physical well-being, as well as a high level of respect for individuals in society.

### Organization and Philosophy

- w Preschool, K-6 Elementary
- w High Academic Standards
- w Professional Partnerships
- w Participatory Decision Making

### Instructional Programs

- w Comprehensive Curricula
- w Drug/Tobacco/Alcohol Prevention Programs
- w Programs for English Language Learners
- w Gifted Program
- w Technology Teaching/Learning Station

### School/Academic Goals

- w To initiate the implementation of the renewed Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- w To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- w To design and implement professional development plans that reflect program designs that allow for knowledge building, practice and modifications in the content areas of ELL and language arts.

### Enrollment

October 1, 2001 School Year Student Enrollment:	570
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	17

<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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w To Facilitate School Improvement
- w To Address Short-term Needs
- w To Develop Increased Communications
- w To Facilitate Budget Development
- w To Engage in Team Growth
- w To Facilitate Staff Selection

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	5.50	Teacher Aide	24.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	1	0	0
10 or more years	16	12	0	0

∨ **Shared Responsibilities** ∨

**School**

John Jacobs School is committed to providing an environment in which all children can learn and where decisions are made in the best interest of children. We will exhibit the following qualities:

A positive, productive, safe environment; supportive, consistent leadership; focused, effective instructional practices; consistent, systematic monitoring of student progress; a parent and community service orientation; opportunities for professional and personal development.

**Parents**

John Jacobs' staff believes that parents should be active and important partners in the educational process. Parental involvement is encouraged by attendance at parent conferences and special school events; daily monitoring and ongoing support of student attendance and learning; awareness and support of school district policies, goals and procedures; participation in our PTO and family learning activities; and ongoing communication with staff regarding questions, concerns and ideas.

∨ **Transportation Policy** ∨

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Board policy. Students are to conduct themselves while on the bus, before boarding the bus and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform with all policies and regulations relating to conduct on school buses.



## ∨ 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 During the 2001-02 school year John Jacobs' staff implemented the seven strands of the Language Arts Curriculum: reading, writing, spelling handwriting, speaking, listening, and critical viewing.</p> | <p>w During the 2001-02 school year John Jacobs' teachers implemented activities designed to teach the appropriate administration of the new reading assessment.</p>  |
| <p>w During the 2001-02 school year John Jacobs' teachers implemented instructional strategies appropriate for teaching English Language Learners.</p>   | <p>w During the 2001-02 school year John Jacobs' staff designed and implemented professional development plans that allowed for knowledge building, practice, and modification in the content areas of ELL and language arts.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	20.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.4 %	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
Lamp of Learning - District	2002
Westside Food Bank Calendar Art Contest	2002
Arizona State Fair Art Winners	2002
Phoenix Symphony Paint to Music Contest	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>65</b>	<b>523</b>	<b>8%</b>	<b>14%</b>	<b>51%</b>	<b>28%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>64</b>	<b>540</b>	<b>5%</b>	<b>14%</b>	<b>66%</b>	<b>16%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>67</b>	<b>512</b>	<b>6%</b>	<b>34%</b>	<b>39%</b>	<b>21%</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>61</b>	<b>508</b>	<b>11%</b>	<b>18%</b>	<b>56%</b>	<b>15%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>60</b>	<b>527</b>	<b>5%</b>	<b>28%</b>	<b>43%</b>	<b>23%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>67</b>	<b>502</b>	<b>9%</b>	<b>40%</b>	<b>7%</b>	<b>43%</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	--	--	--	--	--	--	--	--	--	77	56	60	--	--	--
2	Reading	--	--	--	100	58	50	97	56	52	94	56	53	76	58	57
	Language	--	--	--	100	54	40	100	48	43	99	47	44	79	56	48
	Mathematics	--	--	--	100	72	51	100	71	55	99	63	57	80	63	61
3	Reading	100	50	47	100	51	47	97	45	48	90	45	50	84	48	50
	Language	100	46	49	100	48	51	100	50	54	92	44	56	87	47	57
	Mathematics	97	41	46	100	55	49	97	45	52	95	43	54	89	44	56
4	Reading	87	61	53	100	58	54	100	61	54	82	65	55	84	58	55
	Language	89	43	47	100	46	49	100	59	48	90	53	50	84	57	50
	Mathematics	89	52	51	100	49	54	100	60	55	94	52	57	88	57	58
5	Reading	94	58	51	100	57	51	85	53	51	89	61	51	85	57	53
	Language	94	42	42	100	46	44	90	51	45	91	60	45	85	54	47
	Mathematics	94	59	51	100	57	54	96	54	55	93	69	57	94	60	59
6	Reading	95	56	53	100	63	54	87	64	53	86	62	54	85	62	56
	Language	99	46	41	100	53	44	87	51	44	87	50	45	84	57	47
	Mathematics	97	67	57	100	71	59	91	63	60	89	63	63	90	67	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>65</b>	<b>53</b>
<b>Grades 3-4</b>	<b>86</b>	<b>78</b>
<b>Grades 4-5</b>	<b>62</b>	<b>78</b>
<b>Grades 5-6</b>	<b>81</b>	<b>79</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

Each school and department within the Washington School District has Crisis Management Guidelines and a comprehensive Safety Plan designed to inform staff and students of what to do in the event of a crisis or an emergency. The plans are based on the district's Crisis Manual which contains vital information necessary to assist in any emergency situation from Africanized bees to bomb threats. Each school and the district has a Crisis Response Team that can be mobilized in an emergency.

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	\$3,359	\$1,923,178
Classroom Supplies	\$31	\$17,747
Administration	\$330	\$188,796
Support Services-Students	\$181	\$103,857
Other Support Services and Operations	\$647	\$370,565
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,548</b>	<b>\$2,604,143</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>	Pat MacArthur	(602) 896-5700	
<b>Transportation Policy</b>	Director of Transportation	(602) 896-5205	
<b>Community Resources</b>	School Office	(602) 896-5700	
<b>School Nutrition Programs</b>	Terri Pennington	(602) 896-5717	
<b>Parent Organization</b>	Kathy Schroeder	(602) 896-5700	
<b>Student Health/Nurse</b>	Therese Bauchman	(602) 896-5710	

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.

"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."