

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### C.J. Jorgensen School

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

Roosevelt Elementary District  
1701 W. Roeser Road, Phoenix, AZ 85041-3899

**Principal:** Ms. Patricia Welcher  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.rsd.k12.az.us](http://www.rsd.k12.az.us)  
**E-mail:** [welcherp@rsd.k12.az.us](mailto:welcherp@rsd.k12.az.us)

**Grades:** Pre-K-8  
**2002 Enrollment:** 658  
**Phone:** (602) 232-4990  
**Fax:** (602) 243-4989

## ∨ School Overview ∨

### Mission

Jorgensen staff maintains high academic and behavioral expectations of both their students and themselves. Jorgensen's Mission Statement: We are committed to creating a safe, caring and supportive environment that helps each person achieve his/her potential and encourages the development of his/her positive self-image. Through the effort, support and resources of the entire community, we will accomplish this mission.

### Organization and Philosophy

- w Standards-based Curriculum
- w Full Day Kindergarten
- w At Risk Pre-school
- w Parental Involvement

### Instructional Programs

- w At Risk Pre-school
- w Full Day Kindergarten
- w Regular/Media Center Library
- w PE/Fine Arts Classes (Special Areas)
- w Computers
- w Integrated Technology
- w On-site Special Education
- w After School Tutoring

### School/Academic Goals

- w Improve student achievement in literacy by: engaged student learning; improvement of instruction/rdg. assessment with research- based instructional strategies/practices; such instructional strategies/practices to be congruent throughout K-8th.
- w Students who score below the 50th percentile will demonstrate improved reading, writing and math proficiency on standardized tests. There will be a minimum of 3% growth in students scoring above the 50th percentile in reading.
- w To implement a character building skills program to assist students in problem solving, conflict management, accepting personal responsibility, and personal goal setting.
- w To build and sustain caring relationships for successful student learning. To significantly increase parental involvement by establishing a Parents as Partners philosophy: a mind set that parents and staff are partners in their child's education.

### Enrollment

October 1, 2001 School Year Student Enrollment:	655
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	59

<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**

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

**Council Duties**

w Goal Setting  
 w Curriculum Development  
 w School Safety Issues/Facilities  
 w School Improvement  
 w Parent/Educator Relations  
 w Budget

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	36.50
Other Professional Staff	3.33	Teacher Aide	7.50

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	1	1	1
4 to 6 years	2	0	0	0
7 to 9 years	2	1	0	0
10 or more years	5	12	0	0

∨ **Shared Responsibilities** ∨

**School**

Maintain high academic/behavioral standards; provide regular home/school communications. Jorgensen School is committed to creating a safe and nurturing learning environment for all students, staff and parents. We also are committed to helping each child achieve his/her potential both educationally and socially, and encourage development of a positive self-esteem. These responsibilities will be carried out with a positive relationship/communication between district, staff, parents and community.

**Parents**

All parents are automatically a member of our parent group, Parents as Partners. Parents are expected to attend Parents as Partners/school learning activities & events, & attend parent trainings where possible. Parents are expected to support all school policies such as absence reporting, homework, behavioral policies and uniform requirements; & to ensure good student attendance, provide good daily nutrition, provide for transportation where needed, & communicate regularly with school/staff.

∨ **Transportation Policy** ∨

Jorgensen School is a neighborhood school where the majority of students walk to school. Bus transportation is provided for those who must cross against major traffic, and for special needs children on an individual needs basis. Students enrolled under the open enrollment law must provide for their own transportation.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	7/29/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Extended Schedule**

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#### Report Card Release Dates

10/3/02	1/10/03	3/26/03	5/30/03
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#### Additional Calendar/Report Card Information

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### ∨ 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 - Yes

<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 At Risk Pre-school Classroom	W Library/Media Center/Satellite System
W Computer Lab	W Parent/PTSO/Staff Development Room

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#### Extracurricular Activities

W After School Sports	W Student Council
W Peer Mediation/Hall Monitors	W Mexican Cultural Dance Group
W Principal's Safety Club	W Superintendent's Reading Club
W Wake-Up Club	W Daily Closed Circuit TV Announcements

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#### School/Community Resources

W Phx. Parks & Rec. After School Program	W Social Worker
W Counseling (Southwest Behavioral)	W Crisis Intervention
W Mexican Cultural Dance Group	W Kids Dental
W Local Business Partnerships	W Free Breakfast/Lunch Programs

## ∨ 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 Jorgensen Literacy Team presented a 12 hour intensive Teaching Literacy Workshop focusing on implementation of K-8 campus reading language; &amp; research based instructional strategies &amp; practices for improved student literacy &amp; student achievement.</p> | <p>w Jorgensen students received awards (placed 1st, 2nd, or 3rd) in the district English Spelling Bee, Spanish Spelling Bee, Science Fair and Math Challenge. Banda Mil Amores Cultural Dance Team also placed 1st or 2nd in 5 area competitions.</p> |
| <p>w Established a parent group, Parents as Partners, that helps build and sustain caring relationships for successful student learning, and increases the number of opportunities for parents to become involved in shared decision making.</p>                            | <p>w Since 1998 Jorgensen School has made Adequate Yearly Progress as defined by the state on the SAT 9 test. Last year we were one of only two schools in the district that made AYP.</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>	17.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	9.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.4 %	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
Xavier Golden Gator Award for Excellence in Teaching	2000
Lakeshore Outstanding Teacher Award Winner	2000
Banda Mil Amores Multicultural Dance Group-4/1st Places	2002
TFA Excellence in Teaching Award Winner for Arizona	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>	School 57	506	14%	35%	28%	23%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	57	507	19%	23%	53%	5%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	54	488	19%	41%	28%	13%
	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>	School	48	485	44%	38%	17%	2%
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	46	474	28%	50%	17%	4%
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	49	453	24%	71%	0%	4%
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	School	50	464	64%	20%	16%	0%
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	School	46	460	37%	57%	7%	0%
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	School	52	415	73%	27%	0%	0%
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	70	27	60	--	--	--
2	Reading	--	--	--	100	21	50	68	17	52	73	24	53	52	30	57
	Language	--	--	--	100	15	40	69	14	43	73	17	44	55	19	48
	Mathematics	--	--	--	100	20	51	70	26	55	77	24	57	55	35	61
3	Reading	78	15	47	100	16	47	63	17	48	75	18	50	80	29	50
	Language	84	19	49	100	20	51	66	30	54	77	32	56	80	44	57
	Mathematics	84	14	46	100	25	49	66	26	52	77	19	54	82	42	56
4	Reading	93	15	53	100	25	54	99	18	54	90	21	55	75	22	55
	Language	100	16	47	100	25	49	100	25	48	98	25	50	77	27	50
	Mathematics	97	20	51	100	31	54	100	33	55	100	32	57	75	38	58
5	Reading	99	17	51	100	19	51	90	22	51	90	20	51	83	22	53
	Language	100	12	42	100	20	44	90	27	45	92	25	45	83	26	47
	Mathematics	100	14	51	100	33	54	94	32	55	93	31	57	83	34	59
6	Reading	100	17	53	100	18	54	91	22	53	91	25	54	85	28	56
	Language	100	15	41	100	16	44	91	18	44	91	17	45	85	22	47
	Mathematics	100	25	57	100	22	59	91	37	60	91	45	63	84	40	65
7	Reading	86	22	52	100	22	53	100	19	52	98	20	53	59	34	55
	Language	86	23	52	100	21	54	100	24	54	97	26	55	61	40	58
	Mathematics	89	21	53	100	30	55	100	24	56	97	26	58	62	34	60
8	Reading	100	23	54	100	33	54	98	25	53	100	19	55	80	22	56
	Language	100	13	46	100	28	49	96	22	49	100	16	50	80	22	52
	Mathematics	100	24	52	100	30	54	98	26	56	100	24	58	83	27	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 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>70</b>	<b>90</b>
<b>Grades 3-4</b>	<b>79</b>	<b>95</b>
<b>Grades 4-5</b>	<b>76</b>	<b>56</b>
<b>Grades 5-6</b>	<b>83</b>	<b>84</b>
<b>Grades 6-7</b>	<b>76</b>	<b>47</b>
<b>Grades 7-8</b>	<b>69</b>	<b>69</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

The Mission Statement for C.J. Jorgensen School begins: We are committed to creating a safe...environment. Whether in the crosswalk, on the playground, in the cafeteria, in the classroom, or procedures around campus, safety is an integral part of any decision regarding Jorgensen School. We regularly practice fire, evacuation and lock-down drills; feel staff visibility to be crucial; visitors must sign-in/wear visitor's badges; and, in some form, safety is stressed on daily TV announcements.

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).

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**School uniforms are 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	\$2,225,012
Classroom Supplies	\$49	\$32,523
Administration	\$686	\$454,137
Support Services-Students	\$153	\$101,279
Other Support Services and Operations	\$931	\$616,893
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,178</b>	<b>\$3,429,844</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>	Patricia Welcher	(602) 232-4900	
<b>Transportation Policy</b>	Manuel Quihuis	(602) 243-4852	
<b>Community Resources</b>	Debra McLain	(602) 232-4990	
<b>School Nutrition Programs</b>	Molly Davila	(602) 232-4994	
<b>Parent Organization</b>	Patricia Ireland	(602) 232-4990	
<b>Student Health/Nurse</b>	Mary Haywood	(602) 232-4990	

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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