

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Thomas Jefferson Elementary School

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

Winslow Unified District
100 W. Mahoney Street, Winslow, AZ 86047
Mailing Address: P.O. Box 580, Winslow, AZ 86047-0580

Principal: Mr. Daniel Troy McReynolds
Schedule: 7:30 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: K-6
2002 Enrollment: 385
Phone: (928) 289-2497
Fax: (928) 289-6016

∨ School Overview ∨

Mission

Education is a partnership among students, parents, staff and community. We will work together to facilitate learning and instruction for all students in the areas of academics, social interaction and emotional health. Our goal is to encourage students to become lifelong learners and productive citizens.

Organization and Philosophy

- w Inclusion Program
- w Self-contained Classrooms
- w Traditional

School/Academic Goals

- w To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.
- w To develop necessary skills to be successful with higher education and to be employable in the job market.
- w To enjoy the process of learning and to acquire the skills necessary to become a lifelong learner.

Instructional Programs

- w Title I, II, IV, VI, VII
- w ESL
- w Gifted
- w JOM
- w On-site Special Education
- w Spalding Phonics Program
- w Accelerated Reader Program
- w Six Trait Writing Program

Enrollment

October 1, 2001 School Year Student Enrollment:	428
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	84

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)
- 5 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- w Curriculum Development
- w Budget Concerns
- w Parent/Educator Relations
- w Student Expectations/Achievement
- w Staff Development/Improvement
- w Building a Learning Community

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	26.50
Other Professional Staff	2.00	Teacher Aide	10.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	7	3	0	0
7 to 9 years	5	3	0	0
10 or more years	7	7	0	0

∨ **Shared Responsibilities** ∨

School

Provide a Student Handbook that describes the school's responsibilities, calendar and discipline guide. Communicate in a timely manner any issues of concern. Provide a safe, nurturing and wholesome school environment. Commit to meet the goals of our school on behalf of children. Maintain high expectations. Follow the No Child Left Behind laws.

Parents

The Governing Board recognizes the ultimate responsibility for the well-being of each child rests with the parents. All parents are expected to make sure their children attend school regularly, cooperate with the policies of the district and foster an attitude of educational importance.

∨ **Transportation Policy** ∨

Students are bused to Jefferson School from a distance of one mile or more. School boundaries for attendance are the Unorganized Territory north of Winslow, north of Fleming to the 1000 block and north of Cherry Street.

∨ 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 Continue to improve test scores with the Stanford 9 test, SIMS, and AIMS. Focus on the No Child Left Behind laws.</p> | <p>W Greater parent involvement - Open House, Conferences, Carnival, special events. Invite parents to get involved and participate in the educational process.</p> |
| <p>W Internet training for staff. Installed Internet to each classroom. Students will be using the Internet this year, too.</p> | <p>W Building network complete. Create teacher workshops on campus to improve classroom instruction, implement seven habits of highly effective teachers.</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	15.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.8 %	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
Art Contest Winners	1999
Student Work Published	1999
Spelling Bee Champions	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	50	520	6%	20%	50%	24%
	School State	58840	524	9%	17%	45%	29%
Writing	School	49	531	0%	31%	61%	8%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	52	511	4%	40%	38%	17%
	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	44	495	32%	25%	39%	5%
	State	61305	505	21%	20%	43%	15%
Writing	School	45	498	13%	40%	42%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	47	476	6%	70%	11%	13%
	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	--	--	--	--	--	--	--	--	--	96	42	60	--	--	--
2	Reading	--	--	--	100	31	50	100	36	52	100	44	53	87	53	57
	Language	--	--	--	100	22	40	100	36	43	98	40	44	87	53	48
	Mathematics	--	--	--	100	39	51	100	44	55	100	60	57	87	60	61
3	Reading	97	39	47	100	35	47	100	30	48	100	29	50	84	43	50
	Language	97	44	49	100	32	51	100	37	54	88	42	56	87	50	57
	Mathematics	97	38	46	100	30	49	100	24	52	100	28	54	85	44	56
4	Reading	89	42	53	100	44	54	87	35	54	76	40	55	88	45	55
	Language	95	37	47	100	36	49	92	33	48	78	33	50	86	45	50
	Mathematics	95	41	51	100	46	54	94	33	55	93	32	57	86	44	58
5	Reading	100	45	51	100	42	51	74	41	51	81	39	51	65	37	53
	Language	100	42	42	100	37	44	74	41	45	78	32	45	66	42	47
	Mathematics	100	41	51	100	45	54	74	62	55	83	39	57	68	43	59
6	Reading	95	47	53	100	43	54	79	48	53	83	46	54	81	45	56
	Language	95	38	41	100	35	44	78	38	44	79	44	45	83	34	47
	Mathematics	95	49	57	100	40	59	84	54	60	87	57	63	84	51	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	61	40
Grades 3-4	71	86
Grades 4-5	67	79
Grades 5-6	71	82
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

Character Education programs, Bullies/Victims workshops, new student handbook, schoolwide emergency plans are complete. Children's safety is our #1 priority. Training of all staff in dealing with defiant behaviors.

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	\$2,267	\$926,000
Classroom Supplies	\$27	\$11,014
Administration	\$481	\$196,284
Support Services-Students	\$59	\$24,101
Other Support Services and Operations	\$743	\$303,400
Total Expenditures- All Categories 2000-2001	\$3,577	\$1,460,799

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	D. Troy McReynolds	(928) 289-2497	
Transportation Policy	Gary Muchmore	(928) 289-4671	
Community Resources	D. Troy McReynolds	(928) 289-2497	
School Nutrition Programs	Pam Potter	(928) 289-4890	
Parent Organization	Sister Michael Wilson	(928) 289-5870	
Student Health/Nurse	Margaret Begay	(928) 289-2497	

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."