

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Joseph City Elementary School

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

Joseph City Unified District
8176 N. Westover, Joseph City, AZ 86032-0008
Mailing Address: P.O. Box 8, Joseph City, AZ 86032-0008

Principal: Ms. Karla Whittaker

Schedule: 7:30 AM to 5:00 PM

Web Address: josephcity2.az.k12us.com

E-mail: karlaw@josephcity2.az.k12us.com

Grades: Pre-K-6

2002 Enrollment: 265

Phone: (928) 288-3329 x 302

Fax: (928) 288-3317

∨ School Overview ∨

Mission

The mission of the district is to provide comprehensive, success-oriented learning activities for young people in our schools. These opportunities must be designed to develop the person's potential in the areas of academic ability and school-to-work transition through vocational awareness, cultural appreciation, physical well-being, social development, exposure to technological advances and community contribution.

Organization and Philosophy

- w Self-contained Classrooms
- w Traditional
- w Small Class Sizes
- w Strong Parental Support and Involvement

Instructional Programs

- w Special Needs Preschool
- w On-site Special Education
- w Accelerated Math for Supplemental Math
- w Accelerated Reader for Supplemental Rdg.
- w DARE Program for Drug & Gang Prevention
- w Internet Access Classrooms
- w Gifted Program
- w Computer Lab with Internet Access

School/Academic Goals

- w One goal of Joseph City Elementary is to facilitate interest in reading since reading is a basic life skill. We encourage opportunities for reading progress and guide students toward reading achievement.
- w Our goal is to help students improve their mathematical competency and become problem solvers who are equipped to deal with real-life situations.
- w Our goal is to continue to provide a safe, orderly environment which is conducive to learning and the enjoyment of the process.
- w Our goal is to provide opportunities for all students to gain knowledge and skills related to advancements in technology.

Enrollment

October 1, 2001 School Year Student Enrollment:	358
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	25

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

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

Council Duties

- w Calendar Issues
- w School Handbook Review
- w Parent/Educator Relations
- w Extracurricular Activities
- w No Child Left Behind
- w IASA Consolidated Plan

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	1.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Our school has a responsibility to treat parents as partners in the education of their children. We should inform them of their children's progress, of dates of activities, of school rules, and of new programs. We should provide training opportunities in these new programs so parents are aware and knowledgeable. We should promote communication with parents and an atmosphere of enthusiasm for learning.

Parents

It is the responsibility of parents to see that their students attend school regularly and are well-provided for in terms of clothing, nourishment and shelter. Parents need to keep the school informed of changes in information such as addresses. Parents are full participants in the behavior and education of their children. Parents are partners in our efforts. Parental involvement is crucial to the achievement of their children.

∨ **Transportation Policy** ∨

The district has four major bus routes and transports 250 students in grades K-12. The district transports students who meet eligibility requirements of safety and need.

∨ Calendar Information ∨

Number of Instruction Days:	178	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

10/16/02	12/20/02	3/12/03	5/23/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No Summer Food - No

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 Dell 20-station Multimedia Computer Lab	W Wireless Portable Internet Lab
W Over-sized gymnasium	W Library with Accelerated Reader designat

Extracurricular Activities

W Student Newspaper	W Honors Choir
W Intramural Games	W Participation in Athletic Sports
W Accelerated Reader Game Room	W Game Room in Computer Lab
W School/Community Beautification Activiti	W Service Learning focused activities

School/Community Resources

W Counseling Services	W Crisis Intervention
W DES Services	W Health Services
W DARE Officer	W Parent Resource Pool
W List of Committed Volunteers	

∨ 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 Implementation of Accelerated Math Program to supplement instruction with the district-adopted math program.</p> | <p>W We have provided an Accelerated Reader Program which has caused book checkout numbers to soar.</p> |
| <p>W Documented improvement in school climate and accountability as graded by parents and students on the Performance Incentive Plan.</p> | <p>W Parent participation opportunities in Back to School Nights, Family Reading Nights and Dr. Seuss's birthday. Parent participation in Read Across America. 80% or more participation in parent/teacher conferences.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.9 %	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	7.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.0 %	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
Intel - Teach to the Future Master Teacher/Instruc.	2002
ASSET Navigator - On-line Instructor	2001
Lions Club Poster Winner	2001
20 Teachers Completing Teach to the Future Class	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	21	547	5%	5%	33%	57%
	School State	58840	524	9%	17%	45%	29%
Writing	School	21	572	5%	5%	62%	29%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	24	541	12%	12%	25%	50%
	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	37	512	8%	16%	49%	27%
	State	61305	505	21%	20%	43%	15%
Writing	School	37	530	5%	24%	49%	22%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	37	501	3%	46%	19%	32%
	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	60	60	--	--	--
2	Reading	--	--	--	100	51	50	100	54	52	100	63	53	67	56	57
	Language	--	--	--	100	39	40	100	44	43	100	52	44	70	47	48
	Mathematics	--	--	--	100	21	51	100	28	55	96	35	57	70	46	61
3	Reading	100	54	47	100	70	47	100	57	48	100	60	50	76	76	50
	Language	100	56	49	100	70	51	100	57	54	100	61	56	76	75	57
	Mathematics	100	61	46	100	67	49	100	61	52	100	58	54	76	68	56
4	Reading	97	51	53	100	55	54	100	74	54	85	64	55	77	62	55
	Language	97	37	47	100	39	49	100	57	48	83	51	50	80	46	50
	Mathematics	97	41	51	100	40	54	100	65	55	88	68	57	77	73	58
5	Reading	97	41	51	100	65	51	100	60	51	90	74	51	80	63	53
	Language	100	28	42	100	57	44	100	46	45	94	62	45	82	55	47
	Mathematics	100	38	51	100	75	54	100	53	55	100	76	57	89	72	59
6	Reading	88	46	53	100	54	54	94	69	53	80	61	54	83	66	56
	Language	88	26	41	100	45	44	94	48	44	80	39	45	76	61	47
	Mathematics	94	39	57	100	59	59	91	70	60	86	73	63	80	82	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	90	90
Grades 3-4	43	62
Grades 4-5	55	73
Grades 5-6	80	88
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

The safety of our students is very important. We have DARE to assist our students in choices. Musical programs have been developed and presented that promote the message of safety, orderliness and acceptance of everyone. We have published a comprehensive package of emergency procedures to guide in issues related to safety. Our weekly assemblies include recognition of students who demonstrate characteristics of the CHARACTER COUNTS PROGRAM.

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	\$2,567	\$814,735
Classroom Supplies	\$62	\$19,668
Administration	\$1,312	\$416,221
Support Services-Students	\$221	\$70,255
Other Support Services and Operations	\$1,405	\$445,740
Total Expenditures- All Categories 2000-2001	\$5,567	\$1,766,619

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	Karla Whittaker	(928) 288-3329	302
Transportation Policy	Bill Patterson	(928) 288-3307	330
Community Resources	Maribelle Ogilvie	(928) 288-3307	338
School Nutrition Programs	Lyndia Harris	(928) 288-3329	319
Parent Organization	Maribelle Ogilvie	(928) 288-3307	338
Student Health/Nurse	Lyndia Harris	(928) 288-3329	319

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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