

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Jefferson Park Elementary School

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

Tucson Unified District
1701 E. Seneca, Tucson, AZ 85719-3746

Principal: Mr. Larry Haynes
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: larry.haynes@tusd.k12.az.us

Grades: K-5
2002 Enrollment: 195
Phone: (520) 232-7500
Fax: (520) 232-7501

∨ School Overview ∨

Mission

Jefferson Park Elementary will provide an environment conducive to: Student achievement through a challenging curriculum; cultural awareness through diversity appreciation; enable teachers, students, parents, and community to participate in the development of responsible citizens; provide a safe, academically stimulating, and caring environment.

Organization and Philosophy

- w Desegregated
- w Success For All reading program
- w Breakthru services for academic support
- w Family Support Team

School/Academic Goals

- w Student achievement is monitored and continuously assessed for curricular planning and instructional improvement.
- w Discipline strategies promote responsibility and the development of self-direction.

Instructional Programs

- w Full-day Kindergarten
- w Itinerant Gate (Gifted)
- w Success For All (K-5)
- w Cross Categorical Primary
- w Cross Categorical Resource
- w BreakThru
- w InstruMENTAL (Fine Arts Program)
- w After School Enrichment Activities

- w Program and practices ensure equity and inclusion.
- w Communication is frequent and informative.

Enrollment

October 1, 2001 School Year Student Enrollment:	207
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	58

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Student Discipline
- w Instructional Strategies
- w Extracurricular Activities
- w Parent/Educator Relations
- w Curriculum Development
- w Student Achievement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	8.00	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	3	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	5	0	0
10 or more years	3	4	0	0

∨ **Shared Responsibilities** ∨

School

Our school responsibility is to provide equal access to education for each student in a positive, safe, teaching, and learning environment.

Parents

Our parent's/guardian's responsibility is to ensure their child's attendance in school on a daily basis and support student instructional programs and schoolwide activities.

∨ **Transportation Policy** ∨

Students living in our extended neighborhood receive transportation services, as well as those qualifying for exceptional education services.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 10 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/8/03	3/19/03	5/21/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes 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 Computer Lab

W Media Center

Extracurricular Activities

W Neighborhood Playground/Park

W Basketball

W Boy/Girl Scouts

W Brownies

W Fine Arts Program

W Afterschool Tutoring

W Happy Hour (Child & Family Resources)

W Chess Club

School/Community Resources

W Day Care

W Family Support Team

W Social Worker

W Community Representative

W Breakfast Program

W Lunch Program

W Counseling

W Tucson Parks & Recreation

∨ 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 Received certificate of achievement for improved scores in both the Stanford 9 and TUSD Core Curriculum Standard Assessment.</p> | <p>W Getting Along strategies and techniques implemented to reduce student referrals. Utilize Creative Spirit strategies to emphasize positive play actions.</p> |
| <p>W All students complete multicultural projects with 100% participation.</p> | <p>W Correspondence between school and home is accomplished via classroom newsletters that goes home twice each quarter. And a schoolwide letter goes home each month.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	18.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	8.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.5 %	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
Semifinalist A+ School	1997
TUSD Quality School	1997
Success For All Exemplary School	1998
Superintendent's Award	1999

∨ 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	33	528	12%	6%	48%	33%
	School State	58840	524	9%	17%	45%	29%
Writing	School	32	553	9%	6%	50%	34%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	32	510	19%	16%	34%	31%
	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	31	507	16%	13%	48%	23%
	State	61305	505	21%	20%	43%	15%
Writing	School	29	531	14%	24%	34%	28%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	30	510	7%	30%	20%	43%
	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	--	--	--	--	--	--	--	--	--	84	71	60	--	--	--
2	Reading	--	--	--	100	56	50	93	54	52	95	57	53	97	42	57
	Language	--	--	--	100	54	40	93	42	43	98	43	44	97	34	48
	Mathematics	--	--	--	100	71	51	84	40	55	95	48	57	100	34	61
3	Reading	98	61	47	100	50	47	100	53	48	81	46	50	78	58	50
	Language	98	61	49	100	62	51	100	62	54	81	46	56	80	59	57
	Mathematics	98	64	46	100	44	49	98	60	52	83	35	54	78	45	56
4	Reading	89	54	53	100	56	54	88	56	54	83	55	55	86	49	55
	Language	89	47	47	100	59	49	86	50	48	85	51	50	86	44	50
	Mathematics	89	49	51	100	52	54	88	59	55	83	50	57	83	45	58
5	Reading	86	53	51	100	46	51	93	60	51	96	54	51	86	61	53
	Language	86	47	42	100	39	44	97	57	45	96	46	45	86	55	47
	Mathematics	86	57	51	100	38	54	97	63	55	96	49	57	86	69	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 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	54	59
Grades 3-4	73	92
Grades 4-5	68	88
Grades 5-6	***	***

*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

School/District follows a zero-tolerance policy of enforcement regarding tobacco, alcohol and drugs. The School/District has a Multi-Hazard Safety Plan (Safe School Plan). Facilities are organized and maintained effectively to provide a clean, healthy and safe environment and that we have uninterrupted blocks of time that are focused on the Core Studies. School Counselor plays an integral role in developing positive character traits via daily announcements and class visitations.

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	\$3,284	\$769,818
Classroom Supplies	\$40	\$9,381
Administration	\$623	\$145,950
Support Services-Students	\$274	\$64,267
Other Support Services and Operations	\$741	\$173,563
Total Expenditures- All Categories 2000-2001	\$4,962	\$1,162,979

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	Larry Haynes	(520) 232-7500	
Transportation Policy	Bill Ball	(520) 225-4800	
Community Resources	Saul Ostroff	(520) 232-7500	
School Nutrition Programs	Mary Schniver	(520) 232-7500	
Parent Organization	Pricilla Flores-Keown	(520) 225-6244	
Student Health/Nurse	Pat Lamparzyk	(520) 232-7500	

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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