

# ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile <sup>1</sup>:

- Alternative School
- Pre-K - 2
- New School

## Jamaica Elementary School

Lake Havasu Unified District  
3437 Jamaica Blvd. So., Lake Havasu City, AZ 86406

**Principal:** Mrs. Paula Levensailor, Ed.S.  
**Schedule:** 7:00 AM to 3:30 PM  
**Web Address:** [havasu.k12.az.us/jamaica](http://havasu.k12.az.us/jamaica)  
**E-mail:** [plevensailor@havasu.k12.az.us](mailto:plevensailor@havasu.k12.az.us)

**Grades:** K-5  
**2002 Enrollment:** 510  
**Phone:** (928) 854-8660  
**Fax:** (928) 854-8661

### ∨ School Overview ∨

#### Mission

Jamaica provides a safe and structured environment for children to learn. Parents and teachers are dedicated and committed partners. Our programs help students to become well-rounded individuals who will contribute positively to society and who will look back and see the difference being at Jamaica made in their lives.

#### Organization and Philosophy

- w Traditional
- w Emphasis on Arizona Standards
- w Ability Grouping
- w Team Planning but Self-contained Classes

#### Instructional Programs

- w Six Trait Writing
- w Special Education/Inclusion
- w Daily Oral Language
- w Saxon Math
- w Reading Renaissance
- w Intensive Phonics
- w Remedial Reading
- w Tutoring Programs

#### School/Academic Goals

- w Students will meet/exceed Arizona state standards in Reading, Math, and Language. Standardized assessments will show one year's growth.
- w Administration and staff will work on a comprehensive written technology plan. Each grade-level team will submit a written plan for technology instruction at their grade level based on the Arizona state standards.
- w Character education will be emphasized through the use of the Six Pillars of Character. Students will be recognized for good behavior. A partnership with the Western Arizona Humane Society will support part of our character education efforts.
- w Public relations will be enhanced through good communication via parent meetings, letters home, local newspapers/TV station, PTSO family events, parent volunteers, and a courteous and positive staff.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	491
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	111

<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)
- 2 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Assist in Goal Setting
- w Assist in Long-range Planning
- w Assess Physical Needs of School
- w Assist in Developing Partnerships
- w School Improvement/School Climate
- w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	7.00	Teacher Aide	6.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Jamaica Elementary is responsible for providing a safe, pleasant, and caring atmosphere for students; soliciting parent input; offering flexible scheduling for parent meetings/functions; good communication with parents; and respect for cultural differences of families.

**Parents**

Parents are responsible to know the rules and regulations of the school and encourage children to follow them; to provide support to children for homework; to communicate needs to the classroom teacher; to model positive attitudes toward school; to sign required forms; and attend school events that will better inform parents of student progress in school.

∨ **Transportation Policy** ∨

Elementary students are driven to school by parents, ride bikes, walk, or use city transit. The district does not provide buses for elementary students unless they are special needs/handicapped students.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/15/02  
**Average Daily Instruction Time:** 5 hrs. 50 min.      **Last Day of School:** 5/22/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/16/02                      1/8/03                      3/26/03                      5/22/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - No

<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.

**Special Facilities**

- W Library
- W Art Room
- W Computer Lab
- W Multipurpose Room/Stage/Music Room

**Extracurricular Activities**

- W Student Council
- W Crocodile Reading Club
- W Scouting
- W Interagency Mentoring Program
- W Choir
- W Western AZ Humane Society Partnership
- W Peer-to-Peer Tutoring Program
- W Student Assistance Program

**School/Community Resources**

- W Parks & Rec. Afterschool Program
- W Havasu For Youth
- W Resource Police Officer/Programs
- W DES
- W Mohave Mental Health
- W Interagency
- W Fire Department Safety Programs
- W Service Organizations Sponsored Events

## ∨ 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 80% of students tested with SAT9 in the spring of 2002 who were also tested with SAT9 in the Spring of 2001 in LHUSD achieved at stanine 4 through 9 in Total Math. This solidified the baseline of performance for Jamaica's new student population.</p> <p>W A parent satisfaction survey was done in April of 2002 and showed a 94% overall satisfaction rate among the parent community for the 2001-02 school year overall.</p> | <p>W Jamaica's Certified staff showed support for all of its extracurricular activities during the 2001-02 school year by participating in or contributing to five extracurricular activities/events amounting to a total of 175 activities/events.</p> <p>W Reading Renaissance was fully implemented with 100% student participation and students receiving positive recognition for reaching their goals.</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>	11.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	11.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.2 %	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
Western Welcome Unsung Hero Award to One of Our Parents	2001
First Place Awards for State Science Fair	2002
Disney Teacher Award Nominees	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>87</b>	<b>533</b>	<b>5%</b>	<b>15%</b>	<b>40%</b>	<b>40%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>80</b>	<b>553</b>	<b>4%</b>	<b>9%</b>	<b>65%</b>	<b>22%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>86</b>	<b>529</b>	<b>5%</b>	<b>21%</b>	<b>40%</b>	<b>35%</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>83</b>	<b>509</b>	<b>19%</b>	<b>20%</b>	<b>45%</b>	<b>16%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>83</b>	<b>523</b>	<b>6%</b>	<b>29%</b>	<b>48%</b>	<b>17%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>83</b>	<b>501</b>	<b>8%</b>	<b>43%</b>	<b>8%</b>	<b>40%</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	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	--	--	53	90	75	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	90	71	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	98	76	61
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	91	70	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	91	76	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	96	72	56
4	Reading	--	--	53	--	--	54	--	--	54	--	--	55	86	66	55
	Language	--	--	47	--	--	49	--	--	48	--	--	50	85	64	50
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	87	76	58
5	Reading	--	--	51	--	--	51	--	--	51	--	--	51	100	63	53
	Language	--	--	42	--	--	44	--	--	45	--	--	45	100	53	47
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	100	60	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>67</b>	<b>76</b>
<b>Grades 3-4</b>	<b>78</b>	<b>76</b>
<b>Grades 4-5</b>	<b>71</b>	<b>66</b>
<b>Grades 5-6</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**

We have a Character Education Program featuring a different character trait each month. DARE, GREAT, and other safety programs through the police department are used throughout the year. We focus on common schoolwide rules, promote school spirit through the use of daily pledges, and thus instill a sense of pride which carries over to our climate of structure and safety for learning. We have partnered with the Western Arizona Humane Society to do a Kindness Education 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).

2

**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	NA	NA
Classroom Supplies	NA	NA
Administration	NA	NA
Support Services-Students	NA	NA
Other Support Services and Operations	NA	NA
Total Expenditures- All Categories 2000-2001	NA	NA

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>	Doug Lawslo	(928) 854-8660	
<b>Transportation Policy</b>	Dave Nicely	(928) 855-8279	
<b>Community Resources</b>	Jack Crews	(928) 855-2737	
<b>School Nutrition Programs</b>	Hans Bischof	(928) 855-5121	
<b>Parent Organization</b>	Cheree Niquette	(928) 854-8660	
<b>Student Health/Nurse</b>	Lynn Burns	(928) 854-8660	

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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