

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Ganado Middle School

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

Ganado Unified District  
Hwy 264, Ganado, AZ 86505  
Mailing Address: P.O. Box 1757, Ganado, AZ 86505

Principal: Mr. Ken Korpon  
Schedule: 8:00 AM to 5:00 PM  
Web Address: [www.ganado.k12.az.us](http://www.ganado.k12.az.us)  
E-mail: [kenkorpon@aol.com/](mailto:kenkorpon@aol.com)

Grades: 6-8  
2002 Enrollment: 515  
Phone: (928) 755-1220  
Fax: (928) 755-1298

### ∨ School Overview ∨

#### Mission

Our school is operating in a middle school concept utilizing block scheduling and team teaching. A small portion of the middle school is still departmentalized, but we are continuously working toward becoming a full-fledged middle school.

#### Organization and Philosophy

- w Team Teaching
- w Block Scheduling
- w Departmentalized Classrooms
- w Traditional

#### School/Academic Goals

- w Raise student scores in reading, writing and math.
- w Implement critical thinking skills and Skills for Adolescents.
- w Add/integrate Navajo language and culture into the five main subject areas within two years.
- w Improve reading scores through use of a phonics-based reading program and the Accelerated Reader Program.

#### Instructional Programs

- w Responsible Thinking Classroom
- w ESL
- w Honors/Gifted Classes
- w On-site Special Education
- w Navajo Culture and Language
- w Inclusion of Special Needs Students
- w Mini-Society
- w Middle School Concept

#### Enrollment

October 1, 2001 School Year Student Enrollment:	553
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	10

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

**Council Duties**

- w Curriculum Development
- w Textbook Selection
- w School Safety Issues
- w Community Involvement
- w Facility Improvement
- w Equipment Upgrade

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	3.00	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	15	0	0	4
4 to 6 years	3	1	1	0
7 to 9 years	3	0	0	0
10 or more years	2	6	0	0

∨ **Shared Responsibilities** ∨

**School**

Ganado Middle School communications with parents: Parent-Teacher conferences, progress reports, report cards, referral notices, honor roll and sports awards assemblies, Halloween Carnival, monthly evening parent training, Parent-Advisory Council, attending chapter meetings, student handbook and Site-Based Council.

**Parents**

Parents are expected to keep students in school; have students attend every day; meet with principal/dean of students regarding discipline; help student with homework.

∨ **Transportation Policy** ∨

Our district is composed of five remote chapters. Chapters are small, isolated communities. The longest bus route is 45 miles one way.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	5 hrs. 45 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/18/02	1/10/03	3/14/03	5/23/03
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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 Computer Lab	W Staff Work Area
W Gymnasium	W Library

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#### Extracurricular Activities

W Student Council	W Band
W Fall: Cross Country, Football, V-ball	W Winter: Basketball, Wrestling
W Spring: Baseball, Softball, Track	W MESA

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#### School/Community Resources

W Breakfast Program	W Lunch Program
W Clothing/Food Banks	W Counseling Services
W Health Services	W Adult Education
W Traditional Counseling	W Special Needs/Gifted Services

## ∨ 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 Started phonics-based reading and Accelerated Reader Program.</p>   | <p>W Have a traditional counselor for students and parents wishing to involve traditional values in a counseling program.</p> |
| <p>W Consolidated the Dean of Students with counselors to provide immediate conflict resolution for issues involving students.</p> | <p>W Started band and fine arts clubs.</p>  |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	9.8 %	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	2.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
Student Art Displayed at Heard Museum	2002
North Central Association Accreditation	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 <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	144	466	58%	21%	17%	4%
	State	57484	504	24%	20%	40%	16%
Writing	School	140	465	34%	52%	14%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	145	423	73%	23%	3%	1%
	State	57734	459	39%	40%	14%	7%

#### 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

<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												
6	Reading	94	21	53	96	22	54	100	23	53	93	16	54	84	24	56
	Language	100	13	41	96	15	44	100	15	44	95	12	45	83	17	47
	Mathematics	100	19	57	98	24	59	100	23	60	94	20	63	83	25	65
7	Reading	90	17	52	98	15	53	100	19	52	86	22	53	83	18	55
	Language	94	18	52	99	17	54	100	19	54	93	23	55	85	19	58
	Mathematics	94	19	53	98	21	55	100	26	56	88	27	58	82	24	60
8	Reading	98	18	54	94	20	54	97	18	53	91	24	55	79	25	56
	Language	98	13	46	96	14	49	97	13	49	95	17	50	84	20	52
	Mathematics	98	24	52	94	21	54	99	21	56	91	27	58	77	30	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 5-6</b>	<b>81</b>	<b>87</b>
<b>Grades 6-7</b>	<b>70</b>	<b>76</b>
<b>Grades 7-8</b>	<b>80</b>	<b>73</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 school works with Navajo Tribal and County agencies, to include social services and law enforcement to ensure a safe and orderly learning environment for all students.

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 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	\$3,731	\$1,919,295
Classroom Supplies	\$47	\$23,920
Administration	\$1,582	\$813,855
Support Services-Students	\$293	\$150,932
Other Support Services and Operations	\$1,363	\$701,088
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$7,017</b>	<b>\$3,609,090</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>	Ken Korpon	(928) 755-1225	
<b>Transportation Policy</b>	Jesse Apache	(928) 755-1205	
<b>Community Resources</b>	Peter Belletto	(928) 755-1096	
<b>School Nutrition Programs</b>	Alicia Ben	(928) 755-1232	
<b>Parent Organization</b>	Theresa Atakai	(928) 755-1258	
<b>Student Health/Nurse</b>	Pauline Atsitty	(928) 755-1230	

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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