

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Many Farms Public School

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

Chinle Unified District
Hwy 191, Many Farms, AZ 86538
Mailing Address: P.O. Box 587, Chinle, AZ 86503-0587

Principal: Ms. Joy Manus
Schedule: 7:45 AM to 5:00 PM
Web Address: Unpublished or Unavailable
E-mail: jgrant@cusd.k12.az.us

Grades: K-7
2002 Enrollment: 484
Phone: (928) 674-9000 x 9002
Fax: (928) 781-4227

∨ School Overview ∨

Mission

Partners in achievement: Students, home, school, community. We believe that children are the Navajo Nation's greatest resource. Our school has a responsibility to encourage our students in their individual pursuit of knowledge and wisdom. We believe that education is a lifelong process that begins in the home. The school's mission is to build on the teachings of the home, to establish a genuine home-school partnership and to promote family participation in the formal education of our children.

Organization and Philosophy

- w Self-contained Classrooms
- w Multiage Classrooms
- w Block Scheduling
- w Parental Involvement

School/Academic Goals

- w Improve student achievement in the areas of reading and mathematics.
- w Increase parental and community involvement in the school.

Instructional Programs

- w Full-day Kindergarten
- w ESL
- w Culturally Relevant Curriculum
- w Gifted
- w On-site Special Education
- w GAP--Goal Achievement Program
- w Tutoring

- w Increase integration of Navajo language and culture into all curricular areas.
- w Increase student attendance from 95% to 96% with all students in this K-7 school.

Enrollment

October 1, 2001 School Year Student Enrollment:	411
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	458

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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w School Improvement Plan
- w Curriculum Development
- w Student Discipline
- w School Safety Plan
- w Parent/Educator Relations
- w Student Incentives

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	1.00	Teacher Aide	12.00

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	4	1	0	0
7 to 9 years	2	3	0	0
10 or more years	7	10	0	0

∨ **Shared Responsibilities** ∨

School

Show that we care about all students and that we are accountable for their education. We have high expectations for ourselves and for our students. Provide a safe environment conducive to learning and academic success. Give parents a voice in decisions regarding their children's schooling. Establish goals, expectations and shared responsibilities for the school, parents and students. Support and promote the teaching and learning of traditional family values.

Parents

Maintain high expectation of my children by cultivating an atmosphere of praise for student achievement and emphasizing the importance of school and academic success. Keep in touch with the school through regular visits, phone calls, written communication and attendance at parent meetings. Read with my child and let younger children see older children actively reading in the home. Schedule regular homework time, review homework regularly and discuss what my child has learned. Stress attendance.

∨ **Transportation Policy** ∨

Six buses, averaging 125 miles per day, transport students throughout our attendance area. The Transportation Department works to provide safe trips for students to and from home.

∨ 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

- w Seventy-five percent (75%) of the students in the GAP program had more than a year's growth in reading.
- w 80% of the student body received an award of some sort that recognized their achievement in academics or character.

- w The sixth grade mathematics scores on the Stanford 9 assessment were primarily average. That is a growth area.
- w Many Farms Elementary School is now Many Farms Public School with the addition of the seventh grade this year. Next year we will add the eighth grade.

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	8.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.6 %	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
North Central Association Accreditation	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	47	486	34%	36%	26%	4%
	School State	58840	524	9%	17%	45%	29%
Writing	School	45	491	31%	36%	31%	2%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	47	456	49%	40%	6%	4%
	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	57	484	56%	23%	21%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	56	462	54%	23%	21%	2%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	59	439	41%	54%	3%	2%
	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	48	60	--	--	--
2	Reading	--	--	--	81	40	50	99	28	52	96	27	53	55	36	57
	Language	--	--	--	91	20	40	100	16	43	100	19	44	58	27	48
	Mathematics	--	--	--	91	37	51	100	21	55	100	26	57	58	34	61
3	Reading	91	18	47	96	20	47	100	21	48	100	17	50	84	17	50
	Language	91	28	49	96	25	51	100	31	54	100	26	56	85	27	57
	Mathematics	91	14	46	94	15	49	100	26	52	100	16	54	85	18	56
4	Reading	94	14	53	93	25	54	88	16	54	100	20	55	75	20	55
	Language	94	17	47	95	26	49	100	17	48	100	23	50	81	21	50
	Mathematics	94	12	51	95	21	54	100	17	55	100	26	57	81	19	58
5	Reading	85	16	51	85	16	51	99	20	51	99	16	51	88	20	53
	Language	91	22	42	98	13	44	100	18	45	99	14	45	91	17	47
	Mathematics	91	29	51	98	24	54	100	32	55	100	28	57	91	30	59
6	Reading	91	21	53	82	27	54	99	20	53	89	26	54	81	24	56
	Language	92	14	41	82	23	44	100	18	44	96	17	45	83	16	47
	Mathematics	92	30	57	84	33	59	100	34	60	96	32	63	83	34	65
7	Reading	--	--	52	--	--	53	--	--	52	--	--	53	--	--	55
	Language	--	--	52	--	--	54	--	--	54	--	--	55	--	--	58
	Mathematics	--	--	53	--	--	55	--	--	56	--	--	58	--	--	60

∨ **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	29	44
Grades 3-4	66	75
Grades 4-5	60	71
Grades 5-6	74	83
Grades 6-7	**	**
Grades 7-8	***	***

*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

Many Farms Public School strives to assure safety by requiring ALL people to sign-in at the front office. We maintain the school buildings continually while the students are in session. We ask that permission forms be submitted for those that are staying after school has been dismissed. We maintain forms that allow our students to be a part of the technology world. Our students are protected while they are here at school.

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).

1

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	\$3,628	\$1,455,111
Classroom Supplies	\$42	\$17,005
Administration	\$532	\$213,524
Support Services-Students	\$521	\$208,831
Other Support Services and Operations	\$1,367	\$548,266
Total Expenditures- All Categories 2000-2001	\$6,091	\$2,442,737

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	Joy Manus	(928) 674-9000	
Transportation Policy	Lafey Tso	(928) 674-9710	
Community Resources	NDS		
School Nutrition Programs	Marcus Alonzo	(928) 674-9720	
Parent Organization	Cougar Parent Organization	(928) 674-9034	
Student Health/Nurse	Susie Yazzie	(928) 674-9005	

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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