

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

McNeal Elementary School

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

Mcneal Elementary District
3979 McNeal Street, McNeal, AZ 85617-0008
Mailing Address: P.O. Box 8, McNeal, AZ 85617-0008

Administrator: Mrs. Sylvia M. Anable
Schedule: 8:00 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: mcnealelem@vtc.net

Grades: K-8
2002 Enrollment: 37
Phone: (520) 642-3356
Fax: (520) 642-3356

∨ School Overview ∨

Mission

McNeal Elementary School is committed to the education of all students as appropriate to their individual abilities regardless of race, color, religion, gender, age, national origin and/or handicap. The primary task of the school is to create a stimulating learning climate that develops active involvement of students in their education and develops a spirit of inquiry.

Organization and Philosophy

- w Multiage Classrooms
- w Back-to-Basics
- w Self-contained Classrooms
- w Innovative, Computer-enhanced

Instructional Programs

- w On-site Special Education
- w ESL
- w Music/Band
- w Itinerant Therapy Services
- w Gifted
- w Field Trips/Guest Speakers

School/Academic Goals

- w Utilizing various multimedia learning machines, students below or above grade level can work independently to reinforce newly learned skills.
- w Using LEGO systems, students in grades 3-5 will demonstrate knowledge of scientific/mechanical principles by building working replicas of machines.
- w Increase student achievement and performance, as measured by AIMS and the Stanford 9 test, by utilizing technology, current trends and innovative techniques.
- w Incorporate technology into the curriculum to enhance learning; increase understanding of basic concepts and promote individual self-worth and accomplishment.

Enrollment

October 1, 2001 School Year Student Enrollment:	NDS
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

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

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

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	4.00
Other Professional Staff	0.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Parents have a unique interest in their child's education. Therefore, their presence and input are always welcome. Parents can expect that conditions which would be injurious to a student's welfare or the integrity of the educational program will not be tolerated. Promotion, retention and acceleration of students require close cooperation of parents and teachers. Parents are consulted by the appropriate school personnel concerning their children's academic progress, conduct and/or attendance.

Parents

Parents are asked to support facilitation of the overall school learning environment by ensuring that the clothing and grooming of their children will not detract from the educational program of the school; providing ample nourishment so children can focus on learning; monitoring attendance and homework; attending conferences and extracurricular programs and providing transportation for their children, if the school board deems it advisable to do so.

∨ **Transportation Policy** ∨

Transportation of students is a privilege extended to students in the district and is not a statutory requirement, except for handicapped students. Within the 36-square-mile McNeal School District, regular school bus transportation to and from school is provided to special education students whose handicapping conditions may require transportation and students who live more than one mile from school.

∨ **Calendar Information** ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 45 min.	Last Day of School:	5/24/03

Operates on Traditional Schedule

Report Card Release Dates

11/15/02	1/11/03	4/11/03	5/23/03
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Additional Calendar/Report Card Information

Report cards are issued every six weeks. Parent Teacher Conferences are held twice each year to discuss the student's progress in school. Conferences are arranged between parents and teachers throughout the year as needed.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No	Lunch - No	Summer Food - No
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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 Library

Extracurricular Activities

W Band	W Invitational Sporting Events
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School/Community Resources

W St. David Special Ed. Co-op Services	W County Health Services
W Chiricahus Health Clinic	W Elfrida Fire Dept. Clothing/Food Banks
W U of Arizona County Extension Agent	W Cochise County Sheriff's Department

∨ 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 Eighty percent (80%) of students were using classroom technology independently. Internet has now been installed in all classrooms.</p> | <p>W Student built working model of a lever and pulley. Also constructed a motorized vehicle. Students had stories printed in local newspaper.</p> |
| <p>W Student achievement for the Stanford 9 test was overall at/above 50th NPR for grades two through eight. AIMS Standards were met or exceeded in grades three, five and eight by most students except for in the area of math.</p> | <p>W Students were able to compose stories about themselves and type them out on the computer. Also students previously not participating in physical activities were active participants in end-of-year field day.</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	16.7 %	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	18.5 %	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
Junior High Outstanding Bandsman	2002
Outstanding Awarding - American Heart Association	2002
Junior High Most Improved Bandsman	2002
Cert. of Achievement - AZ Dept. of Health Services	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	**	**	**	**	**	**
	School State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	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	**	**	**	**	**	**
	State	61305	505	21%	20%	43%	15%
Writing	School	**	**	**	**	**	**
	State	59599	512	17%	26%	42%	16%
Mathematics	School	**	**	**	**	**	**
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	**	**	**	**	**	**
	State	57484	504	24%	20%	40%	16%
Writing	School	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
Mathematics	School	**	**	**	**	**	**
	State	57734	459	39%	40%	14%	7%

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	--	--	--
2	Reading	--	--	--	100	**	50	100	**	52	75	--	53	--	**	57
	Language	--	--	--	100	**	40	100	**	43	75	--	44	--	53	48
	Mathematics	--	--	--	100	**	51	100	**	55	75	--	57	--	57	61
3	Reading	100	**	47	100	**	47	100	**	48	100	--	50	--	**	50
	Language	100	**	49	100	**	51	100	**	54	100	--	56	--	**	57
	Mathematics	100	**	46	100	**	49	100	**	52	100	--	54	--	**	56
4	Reading	75	**	53	100	**	54	100	**	54	100	--	55	--	**	55
	Language	100	**	47	100	**	49	100	**	48	100	--	50	--	**	50
	Mathematics	100	**	51	100	**	54	100	**	55	100	--	57	--	**	58
5	Reading	75	66	51	100	**	51	93	**	51	100	--	51	--	**	53
	Language	71	57	42	100	**	44	100	**	45	100	--	45	--	**	47
	Mathematics	71	48	51	100	**	54	100	**	55	100	--	57	--	**	59
6	Reading	100	52	53	100	65	54	78	**	53	100	66	54	--	**	56
	Language	100	**	41	100	**	44	100	**	44	100	66	45	--	**	47
	Mathematics	100	--	57	100	45	59	100	**	60	100	69	63	--	**	65
7	Reading	100	**	52	100	**	53	95	83	52	60	--	53	--	**	55
	Language	100	**	52	100	**	54	76	**	54	60	--	55	--	**	58
	Mathematics	100	**	53	100	**	55	76	**	56	60	--	58	--	**	60
8	Reading	100	42	54	100	**	54	100	55	53	100	75	55	--	61	56
	Language	100	24	46	100	**	49	90	**	49	100	78	50	--	59	52
	Mathematics	100	63	52	100	**	54	90	**	56	80	--	58	--	61	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	**	**
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	*	*
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

All visitors are to go to the office to sign-in. This ensures classrooms are not disrupted and a record is kept of all visitors who come in contact with students. All types of medicine need written parental permission and must be checked-in with office personnel. Posting of a sign pertaining to supervision of playground after school hours ensures that parents are aware of school policy. Our Student Handbook contains the school's policies and expectations.

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

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	NDS		
Transportation Policy	Sylvia Anable	(520) 642-3356	
Community Resources	Joan Cardona	(520) 642-3356	
School Nutrition Programs	NDS		
Parent Organization	NDS		
Student Health/Nurse	NDS		

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."