

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Thomas M. Knoles, Jr. Elementary School

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

Flagstaff Unified District
4005 E. Butler, Flagstaff, AZ 86004

Principal: Mrs. Mary K. Walton
Schedule: 8:00 AM to 4:00 PM
Web Address: www.flagstaff.k12.az.us/knoles
E-mail: mwalton@apsc.org

Grades: K-6
2002 Enrollment: 652
Phone: (928) 773-4120
Fax: (928) 773-4130

∨ School Overview ∨

Mission

We provide a safe and secure atmosphere. We recognize the uniqueness of the individual, support the personal/cultural differences of all and stimulate the emotional/physical/social/moral growth of a well-rounded person. We strive to instill enthusiasm for lifelong learning by building positive self-esteem through real-life experiences. We are dedicated to academic excellence. We offer creative/critical thinking skills to promote responsible decision making.

Organization and Philosophy

- w Traditional
- w Talented and Gifted Program
- w All-day Kindergarten
- w On-site Special Education

Instructional Programs

- w Full-day Kindergarten
- w Challenge & Enrichment
- w On-site Special Education
- w ELL Program
- w Special Reading
- w Accelerated Reader Program
- w America Reads Tutors
- w University Partnerships

School/Academic Goals

- w Students will improve in the communication skills of writing (expression and mechanics), reading comprehension and oral language as mandated by the Arizona Academic Standards.
- w Students will improve in their technology skills through keyboarding, word processing, using the Internet and utilizing these skills to enhance the classroom instruction as mandated by the Arizona Academic Standards.
- w Students will, to the best of their ability, develop life skills such as leadership, decision making, responsibility and citizenship as mandated by the Arizona Academic Standards.
- w Student will improve competency in basic mathematical skills and apply these skills to problem solving and critical thinking as mandated by the Arizona Academic Standards.

Enrollment

October 1, 2001 School Year Student Enrollment:	668
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	21

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

Council Duties

- w Budget
- w Parent/Educator Relations
- w School Safety Issues
- w Building Improvements
- w Program Development
- w Overall School Improvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	7.00	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	4	1	0	0
4 to 6 years	5	1	0	0
7 to 9 years	5	1	1	0
10 or more years	1	24	0	0

∨ **Shared Responsibilities** ∨

School

Knoles School will make every effort to live by our school mission statement and our school improvement plan. Knoles School will make every effort to communicate effectively with parents and to solicit their input on matters of interest regarding the students and policies of Knoles.

Parents

The responsibilities of parents are to see that their child comes to school ready to learn; provide proper nourishment; foster a proper attitude and an expectation to behave appropriately. Parents need to actively participate in the school-home partnership.

∨ **Transportation Policy** ∨

The Board authorizes regular school bus transportation to and from school for the following categories: Students with disabilities who require transportation, as indicated in their respective IEPs; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; elementary students who live more than one mile from school; high school students who live more than one-and-one-half miles from school.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/26/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	6/5/03

Operates on Trimester Schedule

Report Card Release Dates

11/22/02	3/7/03	6/5/03
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Additional Calendar/Report Card Information

Knoles Elementary reports grades on a trimester period. Three additional progress reports are sent home on the following dates: October 3, 2002; January 17, 2003; April 17, 2003. Fall and spring parent/teacher conferences are held on the following dates: November 25-27, 2002 and March 12-14, 2003.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Amphitheater

W Activity Room
W Environmental Trail

Extracurricular Activities

W FACTS (Afterschool Programs)
W Track (5th-6th Grades)
W Boys & Girls Scouts

W All Star Choir (3rd-6th Grades)
W Suzuki Violin
W Band & Strings

School/Community Resources

W Before/After School Care Program
W Lunch Program
W Counseling Services
W Health Services

W Breakfast Program
W Clothing/Food Banks
W Recreational Activities
W Big Brother/Big Sisters Mentoring

∨ 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 Embry Riddle Science contest winners, Elks Club essay winners, chess championship winners, Spelling Bee winner.
- w Red Ribbon Essay contest winner, State Poetry contest winners, Johns Hopkins University Center for Talented Youth accomplished students.

- w \$12,688 raised for community benefits such as Jump Rope for Heart, United Way, Children of Afghanistan, New York Relief efforts.
- w 52,632 books checked out from the library this year. Best of Show at the county fair.

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	17.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	6.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.3 %	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
Odyssey of the Mind - Division 1, Second Place	2002
Moral Courage Award for Counselor	2002
Pentel Children's Art Exhibition	2002
Awards Target Scholarship	2000

∨ 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

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	87	549	0%	1%	47%	52%
	State	58840	524	9%	17%	45%	29%
Writing	School	86	569	1%	1%	74%	23%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	88	549	1%	5%	47%	48%
	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	87	515	6%	21%	45%	29%
	State	61305	505	21%	20%	43%	15%
Writing	School	88	552	2%	9%	53%	35%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	88	513	5%	42%	11%	42%
	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	--	--	--	--	--	--	--	--	--	88	69	60	--	--	--
2	Reading	--	--	--	100	80	50	91	71	52	90	73	53	78	69	57
	Language	--	--	--	100	74	40	97	65	43	88	67	44	87	64	48
	Mathematics	--	--	--	100	66	51	96	66	55	89	72	57	87	71	61
3	Reading	100	74	47	100	66	47	100	78	48	83	74	50	97	74	50
	Language	100	68	49	100	65	51	100	75	54	83	71	56	97	74	57
	Mathematics	98	60	46	100	56	49	100	74	52	83	73	54	96	79	56
4	Reading	100	73	53	100	78	54	93	74	54	95	79	55	88	75	55
	Language	100	59	47	100	63	49	93	67	48	95	68	50	88	63	50
	Mathematics	100	62	51	100	64	54	91	68	55	96	76	57	90	63	58
5	Reading	96	67	51	100	73	51	97	74	51	87	74	51	91	73	53
	Language	98	56	42	100	63	44	98	64	45	82	66	45	92	64	47
	Mathematics	95	56	51	100	66	54	96	67	55	87	76	57	93	75	59
6	Reading	99	68	53	100	75	54	94	77	53	90	77	54	87	79	56
	Language	100	59	41	100	65	44	94	66	44	89	65	45	86	71	47
	Mathematics	100	76	57	100	77	59	94	69	60	95	71	63	85	81	65

∨ **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	76	82
Grades 3-4	73	52
Grades 4-5	55	71
Grades 5-6	94	94
Grades 6-7	***	***

*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

Site council and staff has adopted a safe school concept that encompasses character development, discipline and emergency procedures. We promote positive behavior through schoolwide recognition; professional development for staff involving conflict resolution; and communication opportunities for students who have concerns or needs. We also have scheduled drills addressing emergency procedures. Parent participation is encouraged throughout the building.

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	\$2,647	\$1,786,104
Classroom Supplies	\$9	\$6,104
Administration	\$287	\$193,488
Support Services-Students	\$162	\$109,200
Other Support Services and Operations	\$578	\$389,918
Total Expenditures- All Categories 2000-2001	\$3,683	\$2,484,814

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	Mary K. Walton	(928) 773-4120	
Transportation Policy	Fred Fennell	(928) 773-4170	
Community Resources	Tom Brown	(928) 527-6168	
School Nutrition Programs	Don Gala	(928) 527-6091	
Parent Organization	S. Lutz/J. Plescia	(928) 773-4120	
Student Health/Nurse	D. Mourtsen M. Grudniewski	(928) 773-4122	

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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