

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Morristown Elementary School

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

Morristown Elementary District
25950 Rockaway Hills Drive, Morristown, AZ 85342-0098
Mailing Address: P.O. Box 98, Morristown, AZ 85342-0098

Administrator: Ms. Mary Ann Rosehnal
Schedule: 8:00 AM to 5:00 PM
Web Address: www.familyeducation.com/az/morristown
E-mail: mrosehn@morristwneld.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 140
Phone: (623) 388-2336 x 222
Fax: (623) 388-9368

∨ School Overview ∨

Mission

We believe that the educational welfare of the children is paramount in the operation of the school. We are committed to providing experiences that will help the young people live happily and productively as adult citizens. Students are recognized as individuals by teachers who are dedicated to making learning meaningful to each student. The curriculum emphasizes literacy, achievement in mathematics and science, in-depth exposure to the arts and experience with modern technology.

Organization and Philosophy

- w Multiage Classrooms
- w Traditional
- w Arts and Technology Emphasis
- w Self-contained Classrooms

School/Academic Goals

- w Improve student achievement in Mathematics through the implementation of the new mathematics program K-8 and providing additional assistance to targeted students.
- w Improve student achievement in Language Arts by providing additional instruction in reading to targeted students.
- w Improve student achievement by increasing parent involvement through training via a series of four Parent Universities.

Instructional Programs

- w Aligned to the AZ Academic Standards
- w In-class Technology
- w Model Visual Arts Program
- w Foreign Language Instruction
- w On-site Special Education and preschool
- w Gifted Program
- w K-10 Afterschool Safe Tech/Arts/STW Prg.
- w Environmental Education/Outdoor Site

Enrollment

October 1, 2001 School Year Student Enrollment:	137
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	7

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)
 0 Non-certified Employee(s)
 1 Teacher(s)
 6 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Instructional Strategies
 w Technology Plan Development and Review
 w Textbook Selection
 w School Safety Issues
 w Extracurricular Activities
 w Needs Assessments for Special Programs

∨ Staffing Information ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	8.50
Other Professional Staff	0.50	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ Shared Responsibilities ∨

School

Morristown School is committed to providing a strong academic program for students in a safe, secure learning environment. The school assumes responsibility for providing all necessary instructional materials, a trained staff and clean, well-maintained facilities. Parents are kept informed of student progress and are kept abreast of school events on a monthly basis.

Parents

Morristown School expects students to have regular school attendance. It is important that students have a place to study, as well as sufficient rest and nourishment to apply themselves academically. School staff views parents as the child's most important teachers and values a partnership with parents that is of benefit to the student.

∨ Transportation Policy ∨

We transport students who live within the school boundaries, but at least a mile away from the school site, unless the student must cross a hazardous intersection. Bus pickup and delivery is limited to paved roads and gravel roads that have been determined to be safe for the school buses. School bus transport is provided as a courtesy to students and is not required. Buses are equipped for video monitoring of riders to promote safety. Out-of-district students are transported as resources allow.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/21/02
Average Daily Instruction Time: 6 hrs. 25 min. **Last Day of School:** 6/5/03
Operates on Traditional Schedule

Report Card Release Dates

10/31/02 1/16/03 4/3/03 6/5/03

Additional Calendar/Report Card Information

Most teachers issue mid-quarter progress reports. We are working toward using existing technology on campus for parental on-line access to their child's academic achievements.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 In-class Computer/Long Distance Learning W Environmental Trail w/Outdoor Classroom
- W Afterschool Technology/Arts & STW Center W Media Recognized Home-style Meals

Extracurricular Activities

- W Afterschool Technology/Arts/STW program W Co-ed Sports
- W Student Volunteer Program W National Jr. Honor Society
- W Student Council W Field Trips
- W Artist in Residence program

School/Community Resources

- W Medical Screenings W Breakfast Program
- W Lunch Program W Counseling Services
- W Afterschool Programs (K-10) W Parenting Assistance Referral
- W On-site Special Education Programs W Web Site w/Variety of Parental Resources

∨ 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 The school has an afterschool program that focuses on access to technology, arts and STW with assistance to meet standards. This improves substance-refusal skills, self-esteem and more. We were featured in USA Today 11/01 for our Technology programs.</p> | <p>w Morristown School is utilizing the Structure of Intellect Program as part of the Maricopa County Small Districts' Group. Go to the school's web site, Click on Community Links, then click on Structure of Intellect(Bridges) for an in-depth view.</p> |
| <p>w The school, in cooperation with the AZ Commission on the Arts, is in its 16th yr with the Artist-in-Residence Prog. with Juanita Hull-Carlson, sculptor, as well as an architectural residency with the Frank Lloyd Wright Foundation's Shawn Rorke-Davis.</p> | <p>w Morristown School District opened our new 250-student classroom building one year ago, funded by the SFB. This is the first new permanent building for the district since the early 1920s. This year we added a preschool playground.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	22.6 %	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	21.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.7 %	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
50% of teachers are Project Venture Tech. Associates	2002
Nationally Recognized Web Site/USA Today Recognition	2001
Head Teacher - Maricopa Co. Small District Teacher/Year	1999
Head Teacher - ASA Annual Arts Administrator	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	19	519	11%	32%	32%	26%
	School State	58840	524	9%	17%	45%	29%
Writing	School	17	515	12%	47%	35%	6%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	19	473	42%	32%	21%	5%
	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	20	500	30%	20%	35%	15%
	State	61305	505	21%	20%	43%	15%
Writing	School	19	492	26%	26%	47%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	20	467	20%	55%	5%	20%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	11	510	18%	9%	55%	18%
	State	57484	504	24%	20%	40%	16%
Writing	School	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
Mathematics	School	11	441	64%	18%	18%	0%
	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	--	--	--	--	--	--	--	--	--	91	53	60	--	--	--
2	Reading	--	--	--	85	30	50	68	43	52	62	36	53	100	43	57
	Language	--	--	--	77	32	40	68	51	43	100	19	44	100	36	48
	Mathematics	--	--	--	92	14	51	89	33	55	92	15	57	100	27	61
3	Reading	91	38	47	100	30	47	87	33	48	85	48	50	94	38	50
	Language	100	21	49	100	21	51	98	30	54	77	57	56	94	38	57
	Mathematics	91	25	46	100	23	49	93	23	52	100	36	54	100	19	56
4	Reading	93	62	53	100	54	54	100	41	54	82	40	55	79	73	55
	Language	93	55	47	100	42	49	100	28	48	100	30	50	71	65	50
	Mathematics	93	50	51	100	39	54	100	31	55	100	34	57	100	60	58
5	Reading	100	30	51	100	71	51	81	42	51	100	29	51	70	50	53
	Language	89	15	42	100	51	44	81	21	45	100	23	45	70	43	47
	Mathematics	100	16	51	100	43	54	81	28	55	100	24	57	70	47	59
6	Reading	100	38	53	88	37	54	98	62	53	100	46	54	91	60	56
	Language	100	15	41	88	14	44	98	42	44	100	36	45	91	51	47
	Mathematics	100	27	57	88	44	59	98	55	60	100	35	63	100	48	65
7	Reading	100	40	52	93	39	53	96	52	52	63	50	53	90	66	55
	Language	100	36	52	93	40	54	96	54	54	63	53	55	90	68	58
	Mathematics	100	50	53	93	34	55	96	50	56	63	41	58	90	64	60
8	Reading	100	55	54	100	47	54	94	42	53	85	43	55	67	75	56
	Language	100	43	46	100	37	49	80	41	49	85	37	50	60	79	52
	Mathematics	100	59	52	100	53	54	80	55	56	85	41	58	53	80	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	*	85
Grades 3-4	*	*
Grades 4-5	*	73
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

Our small school population permits staff members to see each student as an individual, as well as by name. We listen to student concerns and promote communication between school and home as an approach toward preventing small problems from becoming large ones. We review safety procedures as a staff and work with law enforcement and other agencies to promote a safe school campus. We have had teachers trained in safety protocols.

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	\$5,834	\$635,684
Classroom Supplies	\$174	\$18,960
Administration	\$747	\$81,415
Support Services-Students	\$447	\$48,759
Other Support Services and Operations	\$2,481	\$270,405
Total Expenditures- All Categories 2000-2001	\$9,684	\$1,055,223

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	Lucille Thompson	(623) 388-2336	224
Transportation Policy	Mary Ann Rosehnal	(623) 388-2336	222
Community Resources	Lucille Thompson	(623) 388-2336	224
School Nutrition Programs	Mary Ann Rosehnal	(623) 388-2336	222
Parent Organization	Lucille Thompson	(623) 388-2336	224
Student Health/Nurse	Arvilla Rothermel	(623) 388-2336	223

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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