

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Manzanita Elementary School

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

Washington Elementary District
8430 N. 39th Avenue, Phoenix, AZ 85051-4799

Principal: Ms. Betty Paterson
Schedule: 7:30 AM to 4:00 PM
Web Address: www.wesd.k12.az.us
E-mail: bpaters@mz.wesd.k12.az.us

Grades: K-6
2002 Enrollment: 775
Phone: (602) 347-2200
Fax: (602) 347-2220

∨ School Overview ∨

Mission

Manzanita School is designed as a place of learning. We accept the individuality of children with emphasis on the dignity and worth of each child. The staff agrees that children learn best in an atmosphere that provides a diversity of learning experiences within appropriate behavioral boundaries. Our Manzanita School community mission is to educate, guide and challenge students into becoming responsible citizens and lifelong learners.

Organization and Philosophy

- w Protected Academic Time
- w Self-contained Classrooms
- w Integrated Curriculum/Fine Arts
- w Child Safety Net of Services

Instructional Programs

- w Comprehensive Curriculum
- w Drug/Alcohol/Tobacco Prevention Programs
- w Program for English Language Learners
- w Gifted Programs
- w Technology Programs
- w Full-day Kindergarten
- w Head Start
- w Two Year Classes - Looping

School/Academic Goals

- w To initiate the implementation of the renewed Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- w To continue the implementation of district and state assessments by accurately administrating them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- w To continue the implementation of training and implementing research-based instructional practices and delivery systems.

Enrollment

October 1, 2001 School Year Student Enrollment:	751
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	62

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

Council Duties

- w To Facilitate School Improvement
- w To Address Immediate/Short-term Needs
- w To Develop Increased Communications
- w To Facilitate Budget Process
- w To Engage in Team Growth
- w To Facilitate Staff Selection

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	46.20
Other Professional Staff	5.00	Teacher Aide	25.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	8	1	0	0
7 to 9 years	3	1	0	0
10 or more years	6	19	1	0

∨ **Shared Responsibilities** ∨

School

Manzanita School is committed to providing environments in which all children can learn and where decisions are made in the best interest of children. We uniquely exhibit the following qualities: A positive, productive, safe environment; Supportive, consistent leadership; Consistent, systematic monitoring of student progress; A parent and community service orientation; and opportunities for professional and personal development.

Parents

It is the parents' responsibility to get children to school daily and on time. Children should come to school clothed, nourished, rested and well. Parents should demonstrate an interest in their child's education through participation in school activities. They should cooperate with the school in developing responsible citizenship.

∨ **Transportation Policy** ∨

The safe transportation of students to and from school is the primary function of the transportation department. Bus riding is a privilege extended to students through board policy. Students are to conduct themselves while on the bus, prior to boarding the bus and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform with all policies and regulations relating to conduct on school buses.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/19/02
Average Daily Instruction Time:	5 hrs. 57 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/15/03	3/26/03	5/29/03
----------	---------	---------	---------

Additional Calendar/Report Card Information

Manzanita also reports progress through midterm reports, parent/teacher conferences and IEP meetings for special education students.

∨ 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 Art/Music/PE Facilities	W Library Media Center
W Computer/Science/Technology Labs	W Multipurpose Facility

Extracurricular Activities

W Make Your Day Activities	W Bookworm Program
W Student Council	W Afterschool Tutoring
W Boys/Girls Basketball Teams	W Cheerleading
W Chorus	W DARE

School/Community Resources

W Artist-in-Residence Program	W Extended Day Care
W Summer Baseball Program	W Phoenix Activity Center
W Girl Scouts	W Head Start
W PTO	W Preschool

∨ 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 Implemented the seven strands of the Language Arts Curriculum: Reading, writing, spelling, handwriting, speaking, listening, and critical viewing.</p> | <p>w Implemented activities designed to teach the appropriate administration of the new reading assessment.</p> |
| <p>w Implemented instructional strategies appropriate for teaching English Language Learners.</p> | <p>w Implemented research-based instructional practices and delivery system in reading.</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	10.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.9 %	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
Mayor's Partnership Award	1994
Phoenix Arts Commission	1995
Silver Apple Award Winner	2001
Lamp of Learning Award	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	79	519	5%	20%	56%	19%
	School State	58840	524	9%	17%	45%	29%
Writing	School	76	541	7%	12%	71%	11%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	79	509	9%	32%	46%	14%
	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	91	505	15%	24%	51%	10%
	State	61305	505	21%	20%	43%	15%
Writing	School	91	522	7%	25%	56%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	91	495	7%	53%	10%	31%
	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	--	--	--	--	--	--	--	--	--	44	59	60	--	--	--
2	Reading	--	--	--	100	52	50	86	44	52	51	47	53	78	47	57
	Language	--	--	--	100	37	40	98	29	43	73	26	44	79	32	48
	Mathematics	--	--	--	100	38	51	91	48	55	71	49	57	77	41	61
3	Reading	92	48	47	100	35	47	99	48	48	79	44	50	86	44	50
	Language	93	57	49	100	35	51	100	48	54	80	51	56	86	47	57
	Mathematics	93	52	46	100	36	49	98	38	52	80	44	54	83	51	56
4	Reading	88	48	53	100	52	54	88	51	54	73	56	55	75	48	55
	Language	80	45	47	100	46	49	94	44	48	77	50	50	77	48	50
	Mathematics	86	45	51	100	46	54	96	50	55	71	54	57	78	51	58
5	Reading	90	43	51	100	47	51	89	57	51	80	50	51	90	48	53
	Language	93	33	42	100	40	44	86	55	45	82	47	45	90	46	47
	Mathematics	92	46	51	100	55	54	92	60	55	79	59	57	90	52	59
6	Reading	88	53	53	100	48	54	91	49	53	93	64	54	76	55	56
	Language	65	44	41	100	37	44	91	41	44	91	51	45	78	45	47
	Mathematics	86	53	57	100	61	59	89	54	60	92	68	63	78	60	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	59	57
Grades 3-4	81	81
Grades 4-5	54	75
Grades 5-6	82	71
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

Each school within the Washington School District has Crisis Management Guidelines and a comprehensive Safety Plan designed to inform staff and students of what to do in event of a crisis or emergency. The plans are based on the district's Crisis Manual. In addition to the manual, each school and the district office have Crisis Response Teams that are trained annually to assist in providing information and assistance to students, staff, families and community in the event of an emergency.

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	\$2,851	\$2,203,841
Classroom Supplies	\$23	\$17,434
Administration	\$358	\$276,808
Support Services-Students	\$169	\$131,037
Other Support Services and Operations	\$462	\$357,262
Total Expenditures- All Categories 2000-2001	\$3,863	\$2,986,382

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	Betty Paterson	(602) 347-2200	
Transportation Policy	Bob Allen	(602) 896-5270	
Community Resources	Nedda Shafir	(602) 347-2669	
School Nutrition Programs	Dave Caldwell	(602) 896-6803	
Parent Organization	Carla Sodegren	(602) 589-5670	
Student Health/Nurse	Diane Guzman	(602) 347-2210	

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."