

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Smoketree Elementary School

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

Lake Havasu Unified District
2395 Smoketree Avenue, Lake Havasu City, AZ 86403-5834

Principal: Mr. Rodney Daniel Weeden

Schedule: 7:00 AM to 3:30 PM

Web Address: smoketree@havasu.k12.az.us

E-mail: rweeden@havasu.k12.az.us

Grades: K-5

2002 Enrollment: 554

Phone: (928) 855-3066

Fax: (928) 855-6297

∨ School Overview ∨

Mission

Smoketree is a school with high standards and a staff dedicated to helping students meet those standards. Our primary goal is to improve reading, math and language skills. Our teachers are trained and dedicated to helping students become proficient in all the areas listed above. We are committed to increase our technology base, by providing useful technology inservices, software and hardware for all staff and student use. We have an extensive computer lab and three computers in every homeroom.

Organization and Philosophy

- w Traditional
- w Ability-grouping
- w Character Education
- w Cooperative Learning Groups

Instructional Programs

- w Title I Reading/Math
- w District Handicapped Program
- w On-site Special Education
- w Computer Classes
- w Music/Art/Physical Ed. Classes
- w ESL Program
- w Full Day Kindergarten
- w Library/Media Classes

School/Academic Goals

- w Smoketree School will increase the number of students achieving at least one year of growth as measured by Arizona's MAP. This is a measure of students sustaining their stanine on the SAT 9 from one year to the next.
- w Smoketree will create lessons and assessments that are referenced to the state standards. Daily lesson plans will reference a standard and our school will develop a social studies assessment for the district that is standards based for grades K-5.
- w Smoketree School will increase after school and community involvement by its staff members. Evidence of achievement will be evaluated by a teacher survey near the end of the year and sign-in sheets for various after school activities.

Enrollment

October 1, 2001 School Year Student Enrollment:	561
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	44

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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- w Curriculum Development
- w School Safety Issues
- w Public Relations Projects
- w Extracurricular Activities
- w Facility Issues
- w Instructional Strategies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	12.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Our school staff is dedicated to providing the highest quality education possible. We will promote positive values and a safe learning environment for all students. Parents are encouraged to participate in their child's learning. Report cards, progress reports, bulletins, notes, newspaper articles and phone calls inform parents. School personnel are responsible for being friendly and open to parents.

Parents

Parents are responsible for transporting students safely to school, every day, on time, with appropriate clothing, properly fed and ready to learn. Parents are expected to bring issues of concern to the appropriate people and to support the school. We want parents to share in their child's learning by reinforcing the goals of the school. We also expect parents to read 20 minutes each day with their child and check homework assignments.

∨ **Transportation Policy** ∨

All parents are responsible for transporting students to and from school in a safe manner. The only bus service available is for severely handicapped special education students as required by law.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 36 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/16/02	1/8/03	3/26/03	5/22/03
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Additional Calendar/Report Card Information

∨ 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 Multipurpose Rooms (Music/Art/PE)
W SDC for District Handicapped Program	W Library/Media Center

Extracurricular Activities

W Student Council	W Choir Club
W Full-day Pre-first Program	W PTSO (Free Babysitting)
W Reading Club	W Twirling Club
W Art Club	W Boy and Girl Scouts

School/Community Resources

W Parks & Rec. Afterschool Program	W Student Assistance Program (SAP)
W Interagency Family Support Services	W Breakfast/Lunch Programs
W Family Support Team	W Behavior Coaches/ Mohave Mental Health
W Havasu for Youth Tutoring	W DARE Program

∨ 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 Our school did move forward on the SAT 9 total reading battery as a whole. We moved from the 54th to the 55th percentile.</p> | <p>w Smoketree School had over 50 volunteers that helped around the school on a regular basis. We had excellent community support with every planned event and created a atmosphere that welcomed participation.</p> |
| <p>w Through grants and community support our school met it's goal of emphasizing technology. We have been able to obtain a Library set of the Leap pad interactive reading books, purchased an interactive whiteboard and replaced many outdated computers.</p> | <p>w Smoketree achieved it's goal of increasing community involvement. We had 100% of staff participation in the United Way campaign. We also had at least one staff member participate in every PSTO after school activity during the year.</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	16.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	1.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.7 %	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
Wal-Mart Teacher of the year award - 2nd grade teacher	2002
Numerous State Science Fair Place Finishers	2002
Space Station Challenge - 5th grade State Runner-ups	2002
Baton Club - runner-ups at the Wild West Championships	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	83	519	7%	18%	49%	25%
	School State	58840	524	9%	17%	45%	29%
Writing	School	79	537	9%	13%	65%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	83	500	10%	47%	35%	8%
	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	82	500	22%	32%	34%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	77	515	12%	29%	43%	17%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	82	475	17%	54%	17%	12%
	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	62	60	--	--	--
2	Reading	--	--	--	98	46	50	100	48	52	81	59	53	72	47	57
	Language	--	--	--	100	46	40	100	39	43	84	49	44	80	31	48
	Mathematics	--	--	--	100	44	51	100	53	55	83	61	57	81	50	61
3	Reading	96	47	47	100	57	47	98	46	48	99	44	50	89	55	50
	Language	96	40	49	100	50	51	99	46	54	98	50	56	90	58	57
	Mathematics	96	39	46	100	47	49	98	39	52	99	40	54	90	60	56
4	Reading	100	62	53	100	51	54	98	59	54	100	57	55	84	56	55
	Language	100	51	47	100	49	49	98	50	48	100	49	50	86	54	50
	Mathematics	100	52	51	100	57	54	98	57	55	100	56	57	91	57	58
5	Reading	97	60	51	100	60	51	99	54	51	94	49	51	85	60	53
	Language	96	47	42	100	42	44	100	38	45	96	36	45	86	48	47
	Mathematics	96	52	51	100	57	54	100	49	55	96	46	57	86	65	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	76	68
Grades 3-4	77	81
Grades 4-5	73	71
Grades 5-6	***	***
*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

Smoketree School has a progressive set of discipline regulations aimed at ensuring a safe environment. Accumulated time-outs lead to detentions and repeated detentions lead to suspensions. Whenever a criminal act occurs, the police are notified and always work cooperatively with us to help ensure the safety of Smoketree students and staff. We have a DARE Officer at our school three days a week. Also, fire and disaster drills are performed regularly.

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).

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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	\$2,716	\$1,647,757
Classroom Supplies	\$3	\$2,005
Administration	\$380	\$230,642
Support Services-Students	\$101	\$61,469
Other Support Services and Operations	\$606	\$367,599
Total Expenditures- All Categories 2000-2001	\$3,806	\$2,309,472

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	Rod D. Weeden	(928) 855-3066	
Transportation Policy	Dave Nicely	(928) 855-8279	
Community Resources	Jack Crews	(928) 855-1279	
School Nutrition Programs	Cindy Guthrie	(928) 855-3066	
Parent Organization	Paula Nourse	(928) 505-3683	
Student Health/Nurse	Nancy Graham	(928) 855-3066	

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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