

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Peach Springs Elementary School

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

Peach Springs Unified District
403 Diamond Creek Road, Peach Springs, AZ 86434-0360
Mailing Address: P.O. Box 360, Peach Springs, AZ 86434-0138

Principal: Dr. Damon R. Clarke
Schedule: 7:00 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: dclarke@psusd.k12.az.us

Grades: Pre-K-6
2002 Enrollment: 203
Phone: (928) 769-2613 x 420
Fax: (928) 769-2892

∨ School Overview ∨

Mission

Peach Springs is committed to the ideals, methods and goals of bilingual/bicultural education. Our mission is to provide comprehensive, success-oriented learning activities for young people . . . Having been identified as a low-performing school, PSES is involved in a plan to increase student achievement and maintain professional development of the staff. The school is committed to: informing all stakeholders on a regular basis about student progress during the school improvement process.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms K-6
- w Bilingual/Bicultural

School/Academic Goals

- w PSES will identify, utilize, expand, and share the uses of all resources both within the township and beyond. Continue to provide and evaluate staff dev. Continue to improve communications with all stakeholders; and to increase parental involvement.
- w PSES community will teach and promote values such as honesty, fair play to themselves and others. Define school wide management system. Implement character building skills. Modeling positive role models by developing self-reliance for students.
- w PSES will provide student with learning opportunities that emphasizes the basics, state standards, and other areas. Involvement in areas other than academics; i.e., chess, intramural, etc. Provide equitable education, especially special populations.
- w PSES will seek and/or encourage involvement with new experiences, ideas, and people. We will develop and encourage questioning and decision-making skills. We will recognize relevance of academic knowledge and skills to everyday life.

Instructional Programs

- w On-site Special Education
- w Full-day Kindergarten
- w Gifted
- w Preschool 3-year-olds & 4-year-olds
- w Special Education Preschool
- w ESL/Bilingual Instruction
- w Integrated Curriculum

Enrollment

October 1, 2001 School Year Student Enrollment:	252
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	0

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	14.00
Other Professional Staff	1.50	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Continue to provide a safe, disciplined, and alcohol-/drug-free school. Ensure that information about school assessment results and interpretations are given to all stakeholders. Ensure basic skills and prepare students for junior/senior high school. Reach out, support, and work with parents. Build ties between home, school, and community. Parent/Teacher conferences every quarter. Provide specific social and cultural needs of students and families. Provide reasonable access to staff.

Parents

Attend Parent/Teacher conferences. Follow up on homework to be completed and returned. Visit child's classroom at least twice or more per month. Provide needed supplies for homework and projects with a well-lit, quiet place for studying. Ensure child receives plenty of rest/sleep. Make sure child's health needs are taken care of. Praise academic accomplishments. Inform school when child will be absent and provide documents of absences from doctors, clinic, etc. Work with school staff/teachers.

∨ **Transportation Policy** ∨

All students attending Peach Springs Elementary are provided transportation. Our school is located in heart of Peach Springs on the Hualapai Indian Reservation in northwestern Arizona. It is approximately 55 miles east of Kingman on Historic Route 66. The town of Peach Springs is in the northeastern corner of Mohave County. We have students living out at Buck & Doe Road, and the Milkweek divisions. Students in extracurricular activities are provided with transportation after school as well.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 9/19/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 6/5/03
Operates on Traditional Schedule

Report Card Release Dates

11/6/02 1/29/03 4/9/03 6/5/03

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 At Least Six Computers in All Classes W AV Media Studio
- W Library

Extracurricular Activities

- W Hualapai Dance Group W Volleyball: Girls (Jr. High)
- W Basketball: B/G (Jr. High) W Chess club

School/Community Resources

- W Parenting Classes/GED Classes W Classes--Mohave Community College
- W Rural Health Department W Rec. Activities/Social Services
- W BIA Police/Tribal Courts W Natural Resource/Cultural Departments
- W Training Center/Health Department W Wildlife/River Running Departments

∨ 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 goal of students making academic progress for 2001-02 was 100%. We had 74% making progress compared to the state's 75% in Reading. 71% of the students made progress compared to 73% for the state. 100% of 6th grade students did make progress!</p> | <p>w For the third straight year, the attendance rate for the students still at a consistent high rate.</p> |
| <p>w We have had less numbers of unsafe behaviors from students for two years. The number of referrals have gone down at least 10 percent from last year.</p> | <p>w Nearly 75% of parents have attended conferences, volunteered in classrooms, come to gatherings, and offered their services to their children.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	90.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.1 %	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	13.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.6 %	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
NDS	

∨ 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	501	11%	47%	21%	21%
	School State	58840	524	9%	17%	45%	29%
Writing	School	18	505	17%	39%	39%	6%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	20	473	45%	25%	10%	20%
	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	29	483	55%	28%	17%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	29	445	66%	24%	10%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	30	418	70%	30%	0%	0%
	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	--	--	--	--	--	--	--	--	--	64	45	60	--	--	--
2	Reading	--	--	--	73	20	50	82	19	52	96	38	53	52	22	57
	Language	--	--	--	83	12	40	90	15	43	96	18	44	62	12	48
	Mathematics	--	--	--	83	11	51	90	21	55	96	32	57	62	24	61
3	Reading	96	9	47	84	14	47	100	12	48	91	11	50	95	21	50
	Language	96	17	49	84	21	51	100	15	54	91	15	56	95	30	57
	Mathematics	96	11	46	84	11	49	100	6	52	91	8	54	95	29	56
4	Reading	100	16	53	73	11	54	89	16	54	57	12	55	87	19	55
	Language	100	14	47	79	15	49	93	17	48	67	13	50	87	19	50
	Mathematics	100	14	51	79	17	54	96	13	55	64	10	57	87	20	58
5	Reading	86	18	51	78	21	51	92	12	51	91	16	51	83	16	53
	Language	86	14	42	84	18	44	95	13	45	97	15	45	83	11	47
	Mathematics	86	13	51	78	24	54	92	11	55	97	16	57	83	11	59
6	Reading	92	16	53	79	23	54	100	20	53	100	23	54	76	26	56
	Language	92	12	41	82	16	44	100	16	44	100	17	45	76	15	47
	Mathematics	92	18	57	82	17	59	100	21	60	100	20	63	76	21	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	47	69
Grades 3-4	78	100
Grades 4-5	76	64
Grades 5-6	95	76
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

We will continue to inform parents/guardians about the zero-tolerance position dealing with threats, fighting, the distribution or sale of drugs on school campuses. School Safety Plan is implemented at this site to ensure safety for students and staff. A survey will be conducted on the perceptions of school safety. The local law enforcement have a school resource officer to visit school for LRE for students. Continue fire drills once a month and bus evacuation twice a year.

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).

9

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	\$1,202	\$401,585
Classroom Supplies	\$45	\$15,101
Administration	\$205	\$68,608
Support Services-Students	\$0	\$102
Other Support Services and Operations	\$208	\$69,524
Total Expenditures- All Categories 2000-2001	\$1,661	\$554,920

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	Herman Parker	(928) 769-2202	
Community Resources	Jorigine Paya	(928) 769-2613	
School Nutrition Programs	Ann Giffen	(928) 769-2613	426
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.

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