

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Hualapai Elementary School

Kingman Unified School District  
350 Eastern, Kingman, AZ 86401-5381

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

**Principal:** Mrs. Jill Fuss

**Schedule:** 8:00 AM to 4:30 PM

**Web Address:** [www.kusd.org/hualapai](http://www.kusd.org/hualapai)

**E-mail:** [hualapai@kusd.org](mailto:hualapai@kusd.org)

**Grades:** K-6

**2002 Enrollment:** 739

**Phone:** (928) 753-1919

**Fax:** (928) 753-1418

## ∨ School Overview ∨

### Mission

All students will successfully develop the foundational knowledge, lifeskills and behaviors essential to become lifelong learners and responsible citizens, of our democratic society. To this end, Hualapai Elementary will treat all stakeholders with dignity and respect; work collaboratively with home and community; incorporate technology into the learning environment; and continuously seek and implement better ways of responding to change.

### Organization and Philosophy

- w Multiage Classrooms
- w All Day Kindergarten
- w Inclusion Classrooms
- w Brain-based learning

### Instructional Programs

- w Gifted/Accelerated Curriculum Classes
- w On-site Special Education
- w Title I
- w Regional Center for ASDB

### School/Academic Goals

- w All students will demonstrate increased academic performance.
- w Increase students' performance on the language portion of the Stanford 9 test.
- w Implement the LifeSkills curriculum throughout the school.
- w Increase the percentage of fifth grade students meeting or exceeding the standards on AIMS.

### Enrollment

October 1, 2001 School Year Student Enrollment:	720
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	51

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)
- 0 Student(s)

**Council Duties**

- w Instructional Strategies
- w Curriculum Development
- w Information Technology Instruction
- w Develop a Mentoring Program
- w Promote Awareness of State Tax Credit
- w Modified Calendar Study Group

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	3.00	Teacher Aide	15.00

**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	3	1	0	0
7 to 9 years	3	2	0	0
10 or more years	9	12	0	0

∨ **Shared Responsibilities** ∨

**School**

Hualapai Elementary will provide a safe and healthy environment where the intellectual, social and emotional needs of all children can be met. Students will be actively engaged in meaningful experiences. Learning will be frequently assessed. All students will reach or exceed the stated mastery performance standards. All students will have required textbooks and supplies furnished by the school.

**Parents**

Parents are expected to demonstrate interest in how their child is doing at school. They should review and discuss homework; read with children; carefully select TV, radio, music and other media programs; communicate with the school through regular visits, phone calls, attendance at meetings; maintain high expectations; keep informed of school activities; enforce regular attendance habits; enforce dress standards that promote the educational program; and provide proper nourishment and rest.

∨ **Transportation Policy** ∨

Regular school bus transportation is provided to and from school for the following reasons: Students with disabilities who require transportation, as indicated in their respective Individual Education Plans; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; and students who live more than one mile from school.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/15/02  
**Average Daily Instruction Time:** 5 hrs. 50 min.      **Last Day of School:** 5/23/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/23/02                      1/8/03                      3/12/03                      5/23/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes              Lunch - Yes              Summer Food - No

<sup>3</sup> 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 Archeology Site/Simulation
- W Hummingbird/Butterfly Habitat
- W Hual-A-Walk - Blazing a Trail Across Am.

**Extracurricular Activities**

- W Chess Club
- W Student Council
- W Yearbook
- W Honor Choir/Chimes Choir
- W Sign Language Club
- W Division Day
- W Computer Club
- W Young Authors

**School/Community Resources**

- W Lunch Program
- W Transportation to Day Care
- W Breakfast Program
- W Recreational Activities
- W School Counselor
- W Before School - Homework Club

## ∨ 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 The percentage of students scoring at the national average on the SAT-9 increased by 22%.      w Hualapai Elementary School had the highest SAT-9 scores in the district, 2002.
- w Hualapai 5th grade students had the highest AIMS scores in all three areas; reading, writing, and math, for KUSD#20.      w Hualapai 3rd grade students had the highest math scores on AIMS in KUSD#20.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	13.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	9.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	12.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Mohave Community College Chess Tournament--3rd place	2002
Highest SAT-9 scores in the district	2002
Highest 5th grade AIMS scores in the district	2002
National School Week Essay Contest - 1st Place	2001

## ∨ 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 <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
<b>Reading</b>	School	101	541	3%	8%	46%	44%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	99	564	3%	5%	69%	23%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	102	551	3%	15%	28%	54%
	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

<b>Reading</b>	School	96	507	11%	16%	60%	12%
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	93	513	12%	28%	45%	15%
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	98	504	7%	44%	16%	33%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	71	61	60	--	--	--
2	Reading	--	--	--	100	55	50	98	55	52	90	54	53	91	71	57
	Language	--	--	--	100	48	40	100	52	43	93	51	44	93	68	48
	Mathematics	--	--	--	100	50	51	100	59	55	93	55	57	94	71	61
3	Reading	100	61	47	100	65	47	97	59	48	73	64	50	86	60	50
	Language	100	62	49	100	65	51	97	66	54	72	74	56	86	69	57
	Mathematics	100	67	46	100	71	49	97	70	52	71	75	54	88	63	56
4	Reading	97	61	53	100	60	54	100	59	54	89	61	55	80	64	55
	Language	96	54	47	100	54	49	100	55	48	91	51	50	79	59	50
	Mathematics	96	63	51	100	59	54	100	58	55	88	61	57	83	64	58
5	Reading	100	68	51	100	62	51	100	56	51	85	55	51	88	53	53
	Language	100	55	42	100	51	44	100	54	45	85	48	45	86	45	47
	Mathematics	100	65	51	100	60	54	100	61	55	85	57	57	89	58	59
6	Reading	100	57	53	100	64	54	100	57	53	85	61	54	94	56	56
	Language	100	46	41	100	54	44	100	48	44	85	51	45	95	48	47
	Mathematics	100	68	57	100	73	59	100	69	60	87	68	63	94	69	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>69</b>	<b>73</b>
<b>Grades 3-4</b>	<b>68</b>	<b>50</b>
<b>Grades 4-5</b>	<b>59</b>	<b>62</b>
<b>Grades 5-6</b>	<b>77</b>	<b>92</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*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**

Students routinely practice emergency drills to help them develop the skills necessary to respond in the most appropriate manner should an emergency event occur. The school district has developed an emergency handbook, providing staff with the most up-to-date information on managing emergency situations. A school Emergency Response Team has been created.

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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,347	\$1,721,446
Classroom Supplies	\$22	\$16,396
Administration	\$361	\$264,422
Support Services-Students	\$280	\$205,208
Other Support Services and Operations	\$589	\$431,914
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,599</b>	<b>\$2,639,386</b>

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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Jill Fuss	(928) 753-1919	
<b>Transportation Policy</b>	Cathy Davis	(928) 753-2540	
<b>Community Resources</b>	Coni Stephens	(928) 753-1919	
<b>School Nutrition Programs</b>	Karma Jones	(928) 753-6190	
<b>Parent Organization</b>	M. Ogden/H. Cox	(928) 753-1919	
<b>Student Health/Nurse</b>	LaDana Cook	(928) 753-1919	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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