

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Manzanita Elementary School

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

Kingman Unified School District
2901 Detroit Avenue, Kingman, AZ 86401-4289

Principal: Mrs. Mary Ann Lynn Smith
Schedule: 8:30 AM to 4:30 PM
Web Address: www.kusd.org
E-mail: msmith@kusd.org

Grades: Pre-K-6
2002 Enrollment: 715
Phone: (928) 753-6197
Fax: (928) 753-7756

∨ School Overview ∨

Mission

Our purpose and goal is to provide a safe nurturing environment for happy, healthy children to grow and develop academically, physically, and emotionally. All students have the right to a quality education: learning is a lifelong process; learning is an individual process; and education is an interactive process. 'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.' - John Lubbock.

Organization and Philosophy

- w Traditional--Language Arts Emphasis
- w Special Education
- w Multiage Classrooms and Looping
- w Math/Science Emphasis

Instructional Programs

- w Gifted - Self-contained (Grades 4-6)
- w Skills Groups (Grades 1-3)
- w Full-day Kindergarten
- w Special Education/At-risk Preschool
- w Gifted - (Before School Grades 1-3)
- w Remedial Reading (Grades 1-6)
- w Special Education Preschool
- w Primary Looping and Multiage Classes

School/Academic Goals

- w Increase academic achievement. Increase test scores. Reading skills groups for Looping and regular 1-2-3. Special schedule to max learning time. Our school goal in language arts is to improve writing skills and scores.
- w Schoolwide 'Read-it' program. Lower grade RIF program. Reading Challenges two times each year. Math competition and national comparison for improving math skills.
- w Establish and expand technology, networking and on-line capabilities, coupled with specific curriculum goals. Technology available in each classroom. Attendance Absence Line 753-6336.
- w Emphasis on language arts, Poetry Contest, writing contests, extensive use of the Six Trait Writing Rubric, Geography Bee, Spelling Bee, Science Fair, Math Competition, Talent Show, Hand Chimes, Band and Strings Program.

Enrollment

October 1, 2001 School Year Student Enrollment:	698
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	169

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)
- 0 Student(s)

Council Duties

- w Instructional Strategies
- w Curriculum Development
- w Implement School Technology
- w Develop Technology Curriculum
- w Public Relations
- w District Level Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	34.30
Other Professional Staff	3.00	Teacher Aide	14.00

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	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	4	0	0
10 or more years	9	19	1	0

∨ **Shared Responsibilities** ∨

School

Behavior guidelines are given to all students, and a playground management program is backed by the use of radios for order and safety. Accomplishments are acknowledged at an awards assembly every nine weeks. A variety of academic programs to foster maximum learning, as well as to give the extra help to students needing it, are in place. To make the child well-developed for enjoyment of life, we have special classes of band, music, PE, computer lab, library, chess and student council.

Parents

To provide a lunch or apply for lunch assistance; to read and discuss behavior guidelines with their child and sign a statement that they have done so; ensure consistent attendance and to be on time; confirm by written statement why their child is absent; provide up-to-date immunizations and good health care or apply for assistance. Parents are encouraged to be active in their child's education to increase achievement. Parents are also asked to observe school safety precautions.

∨ **Transportation Policy** ∨

Students from outside our boundaries are attendance exceptions and parents must provide transportation. Exceptions must have good attendance, citizenship, show academic growth and must not have a tardy problem. Activity bus runs one hour before school opens for band, chess, Challenge, remediation, before school detention and Computer Club. Riding the bus is a privilege and bus demerits are given to students for inappropriate or unsafe behavior and parents are notified.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 45 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02	12/20/02	2/7/03	5/22/03
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Additional Calendar/Report Card Information

Report cards are given at parent/teacher conferences which are held October 23-25, 2002. Conferences are as needed for the remainder of the year.

∨ 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 Library/Gym/Music Rooms	W Remedial/Speech Therapy/OT/Counseling/PT
W Preschool Playground	W Computer Lab/Remedial Classes

Extracurricular Activities

W Student Council	W Two Chess Clubs
W School Newspaper	W Computer Club
W Band and Strings	W Chime Choir/Honors Choir
W Parks & Recreation/Scouts	W Remedial Programs

School/Community Resources

W Used Coat Drive/Clothing/Food Banks	W Remedial Programs/RSVP
W Recreational Activities/PLAY	W Crisis Intervention
W NAU Classes and School Academy Classes	W Jump Rope for Heart
W Breakfast/Lunch Programs	W Cans for School Recycling 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 Recognized as Exemplary School based on the Stanford 9 scores increase. Performed higher than the state average and higher than their own test scores the previous year in reading, language and math.</p> | <p>W Awarded the A+ designation by the Arizona Educational Foundation. Now eligible to apply for Blue Ribbon recognition given by the United States Department of Education.</p> |
| <p>W Increased school safety: Parking lot, visitor check-in, playground, bus accountability (check-off system) and radio communication on campus. Received radios for contact with local law enforcement. New computer lab and full-time technology teacher.</p> | <p>W Won the Intel Innovations in Teaching 2000, and was runner-up winner of the Arizona Golden Bell Award for grades K-6 2002, for our innovative Dramathics program which combines art, math, history, spelling and student peer teaching.</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	18.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.5 %	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
Arizona A+ School	2001
Runner-up for the Arizona Golden Bell Award	2002
Intel Innovations in Teaching Award	2000
NAEYC Accreditation (Preschool)	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	94	527	1%	14%	61%	24%
	School State	58840	524	9%	17%	45%	29%
Writing	School	93	541	3%	15%	71%	11%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	94	517	9%	28%	41%	22%
	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	84	510	14%	21%	44%	20%
	State	61305	505	21%	20%	43%	15%
Writing	School	81	508	12%	41%	35%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	85	495	7%	53%	11%	29%
	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	--	--	--	--	--	--	--	--	--	77	71	60	--	--	--
2	Reading	--	--	--	100	64	50	99	72	52	96	53	53	86	67	57
	Language	--	--	--	100	55	40	98	54	43	91	47	44	86	46	48
	Mathematics	--	--	--	100	60	51	99	58	55	96	56	57	86	63	61
3	Reading	96	57	47	100	54	47	100	55	48	88	63	50	94	53	50
	Language	98	61	49	100	50	51	100	59	54	88	63	56	92	55	57
	Mathematics	98	62	46	100	49	49	100	63	52	88	66	54	92	52	56
4	Reading	96	61	53	100	66	54	98	65	54	95	59	55	93	64	55
	Language	100	53	47	100	56	49	99	54	48	92	50	50	93	59	50
	Mathematics	100	56	51	100	63	54	99	61	55	92	59	57	93	62	58
5	Reading	100	65	51	100	57	51	100	64	51	89	53	51	88	65	53
	Language	100	58	42	100	53	44	100	59	45	89	50	45	88	59	47
	Mathematics	100	64	51	100	54	54	100	69	55	86	58	57	87	72	59
6	Reading	100	69	53	100	71	54	95	69	53	79	68	54	85	66	56
	Language	100	52	41	100	63	44	98	59	44	80	53	45	82	57	47
	Mathematics	100	77	57	100	80	59	98	76	60	81	75	63	84	76	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	68	66
Grades 3-4	77	73
Grades 4-5	75	77
Grades 5-6	80	97
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

The district has developed an extensive Emergency Management Plan. Our school has in place an Emergency Management Team. Our entire staff is inserviced regularly on various aspects of the emergency plan. Safety in all areas is emphasized daily. Administrators take a zero-tolerance stance on drugs, alcohol, tobacco, weapons, violence and harassment. Fire drills and lock-downs are practiced regularly. Locked campus and increased office safety procedures have been put in place.

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	\$2,365	\$1,700,829
Classroom Supplies	\$32	\$22,747
Administration	\$404	\$290,799
Support Services-Students	\$256	\$183,832
Other Support Services and Operations	\$509	\$366,415
Total Expenditures- All Categories 2000-2001	\$3,566	\$2,564,622

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	Mary Ann L. Smith	(928) 753-6197	228
Transportation Policy	Mary Ann L. Smith	(928) 753-6197	228
Community Resources	Mary Ann L. Smith	(928) 753-6197	228
School Nutrition Programs	Brenda Scoggins	(928) 753-6197	232
Parent Organization	Mary Jo Hammond	(928) 753-6197	
Student Health/Nurse	Connie Wagner	(928) 753-6197	229

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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