

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup> :

## Mohave Valley Elementary School

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

Mohave Valley Elementary District  
1419 E. Willow Road, Mohave Valley, AZ 86440

**Principal:** Mr. Whitney Crow  
**Schedule:** 7:30 AM to 3:30 PM  
**Web Address:** [www.mvesd16.org/mves.htm](http://www.mvesd16.org/mves.htm)  
**E-mail:** [mvesadmin@mvesd16.org](mailto:mvesadmin@mvesd16.org)

**Grades:** Pre-K-6  
**2002 Enrollment:** 509  
**Phone:** (928) 768-2211  
**Fax:** (928) 768-6424

### ∨ School Overview ∨

#### Mission

We are a school where people with different traditions, perspectives, and experiences are appreciated and celebrated; and where respect and a positive environment enhance a strong academic program to promote a passion for learning and student success. We are developing positive and productive lifelong learners who will be citizens of the future. This shaping of the future is shared by all staff, parents/guardians, and the community – one successful child at a time.

#### Organization and Philosophy

- w Leveled Reading and Math Classes
- w Positive Discipline
- w Year-round Education
- w Parental Participation Encouraged

#### Instructional Programs

- w Reverse-mainstreamed Preschool
- w ESL
- w Talented/Gifted
- w On-site Special Education
- w Self-contained ED
- w Pull-out Tutoring for Math and Reading
- w Afterschool Activity Programs
- w Afterschool Reading and Math Tutoring

#### School/Academic Goals

- w Ninety percent (90%) of all students in Mohave Valley Elementary after three years will score average or above in Math as measured by the Stanford 9 and AIMS assessments.
- w As detailed in the Workplace Standards of the Arizona Academic Standards, MVE will develop a positive school climate by decreasing negative behavior of all students, as measured by schoolwide data listed in the benchmarks.
- w Ninety percent (90%) of students in Mohave Valley Elementary after three years will score average or above in Language Arts as measured by the Stanford 9 and AIMS assessments.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	589
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	3

<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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Establish Structural Guidelines
- w Ensure a Safe School
- w Oversee Student Handbook/Agenda
- w Review Character Curriculum
- w Parental Involvement
- w Student Truancy/Attendance

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	1.25	Teacher Aide	19.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

Taken from the MVE School Compact: The teacher will: Form a community with families to support students' learning; maintain high expectations for myself and the students; communicate with parents about progress and options. The Principal will: Provide an environment by which positive communication between parents, students, and teachers will occur; provide leadership that supports student learning; communicate options and opportunities for families to improve student learning.

**Parents**

Taken from the MVE School Compact: As a parent, I will: Provide a time for my child to do school work and review it with them; instill the importance of education in my child; ensure that my child attends school regularly and arrives at school on time; participate as often as it is possible in the learning and social activities of the school.

∨ **Transportation Policy** ∨

Students residing beyond one mile of the school are provided the opportunity to receive school bus service to and from school. Students are to conduct themselves in the bus, prior to boarding the bus and subsequent to leaving the bus, in a manner consistent with established standards for classroom behavior.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	7/24/02
<b>Average Daily Instruction Time:</b>	5 hrs. 40 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Year-round Schedule**

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#### Report Card Release Dates

9/27/02	12/20/02	3/14/03	5/22/03
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### Additional Calendar/Report Card Information

Students receive progress reports two times per quarter in addition to their report card at the end of the quarter. Formal parent-teacher conferences are held during the first and third quarter. Additionally, parents, students or teachers can request a conference at any time.

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### ∨ Resources Available at School Site ∨

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#### 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.

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#### Special Facilities

W 4-5 Computers in Each Class + Mini Lab	W Separate Preschool/Kindergarten Area
W Full-size Gym	W Separated Primary/Intermediate Area

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#### Extracurricular Activities

W Reading and Math Tutoring	W Intramural Sports--Grades 5-6
W Study/Activity Group--Grades 2-6	W Student Council--Grades 4-6
W Yearbook--Grade 6	W Science, Bible, and Drama Clubs
W Student Musicals (Fall & Spring)	W Afterschool Life Skills Classes

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#### School/Community Resources

W Breakfast Program	W Lunch Program
W Recreational Activities	W Counseling Services
W Parent Resource Room	

## ∨ 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 Students in grades three through six made an overall gain of six percentage points on the Stanford 9 Reading Test.
- W Students in grades two through six made an overall gain of 31 percentage points on the Stanford 9 Math Test.
- W Students in grades two through six made an overall gain of 19 percentage points on the Stanford 9 Language Test.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	22.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	7.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	93.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	6.2 %	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
Student State Poetry Contest Winner	1998
Top Fundraising School for Easter Seals	1998
School-to-Work Grant Recipient	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

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>55</b>	<b>506</b>	<b>18%</b>	<b>18%</b>	<b>45%</b>	<b>18%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>55</b>	<b>510</b>	<b>16%</b>	<b>29%</b>	<b>51%</b>	<b>4%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>58</b>	<b>492</b>	<b>24%</b>	<b>31%</b>	<b>36%</b>	<b>9%</b>
	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>	<b>School</b>	<b>74</b>	<b>492</b>	<b>39%</b>	<b>20%</b>	<b>38%</b>	<b>3%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>73</b>	<b>467</b>	<b>34%</b>	<b>45%</b>	<b>19%</b>	<b>1%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>74</b>	<b>436</b>	<b>46%</b>	<b>50%</b>	<b>1%</b>	<b>3%</b>
	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	--	--	--	--	--	--	--	--	--	92	57	60	--	--	--
2	Reading	--	--	--	75	27	50	79	22	52	70	32	53	70	42	57
	Language	--	--	--	92	20	40	86	17	43	96	21	44	59	24	48
	Mathematics	--	--	--	92	33	51	88	18	55	100	24	57	94	39	61
3	Reading	85	37	47	100	32	47	100	24	48	93	32	50	85	34	50
	Language	95	27	49	100	26	51	100	27	54	99	30	56	85	43	57
	Mathematics	94	21	46	100	23	49	100	26	52	99	30	54	85	47	56
4	Reading	79	38	53	100	34	54	98	35	54	84	36	55	84	38	55
	Language	91	30	47	100	33	49	100	30	48	85	35	50	82	33	50
	Mathematics	91	34	51	100	23	54	100	29	55	85	34	57	82	39	58
5	Reading	89	37	51	94	39	51	93	29	51	96	37	51	91	26	53
	Language	93	28	42	100	30	44	99	23	45	92	28	45	94	26	47
	Mathematics	97	25	51	99	30	54	99	27	55	98	36	57	94	27	59
6	Reading	83	43	53	100	39	54	95	35	53	100	33	54	95	44	56
	Language	86	30	41	100	26	44	100	20	44	100	21	45	97	31	47
	Mathematics	90	44	57	100	33	59	100	36	60	100	32	63	96	45	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>70</b>	<b>83</b>
<b>Grades 3-4</b>	<b>74</b>	<b>74</b>
<b>Grades 4-5</b>	<b>47</b>	<b>62</b>
<b>Grades 5-6</b>	<b>80</b>	<b>84</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**

A Emergency Response Plan has been developed for our school to better deal with unforeseen emergencies. The School Safety Committee meets quarterly. Additionally, school staff now wear ID badges. All visitors are required to wear Visitor ID. Classrooms are furnished with Emergency Backpacks and emergency drills are held monthly. The school also adopted a revised Discipline Policy, Alternative School program, and encourages school-home communication with the use of school agendas.

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).

2

**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	\$2,725	\$1,520,108
Classroom Supplies	\$47	\$26,081
Administration	\$612	\$341,347
Support Services-Students	\$134	\$74,575
Other Support Services and Operations	\$755	\$421,134
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,272</b>	<b>\$2,383,245</b>

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.

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.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Whitney Crow	(928) 768-2211	27
<b>Transportation Policy</b>	Whitney Crow	(928) 768-2211	27
<b>Community Resources</b>	Sandy Wilde	(928) 768-2211	33
<b>School Nutrition Programs</b>	Trudy Penry	(928) 768-2211	40
<b>Parent Organization</b>	Suzi Simpson	(928) 768-2211	
<b>Student Health/Nurse</b>	Sylvia Flores	(928) 768-2211	26

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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