

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Fort Mojave Elementary School

Mohave Valley Elementary District
1760 Joy Lane, Fort Mojave, AZ 86426

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

Principal: Mrs. Karen Reyer-Ferrand

Schedule: 7:30 AM to 3:30 PM

Web Address: Unpublished or Unavailable

E-mail: Unpublished or Unavailable

Grades: K-6

2002 Enrollment: 472

Phone: (928) 768-3986

Fax: (928) 768-8075

∨ School Overview ∨

Mission

The mission of the Fort Mojave Elementary School is to provide comprehensive, success-oriented learning activities for young people in our school. The opportunities must be designed to develop the person's potential in the area of academic ability and vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

Organization and Philosophy

- w Traditional (K-6)
- w Self-contained Classrooms

School/Academic Goals

- w Schoolwide test scores on the Stanford 9 will increase by three percentile points over the previous year in the subtest areas of math, reading and language arts.
- w Communication between school and home will increase to four times each week in grades one through six with the use of our school agenda.

Instructional Programs

- w On-site Special Education
- w Gifted and Talented
- w On-site Developmental Center
- w Chapter I (1st/2nd Grades)
- w Full-day Kindergarten
- w Computer-based Instruction--Reading/Math

Enrollment

October 1, 2001 School Year Student Enrollment:	422
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	11

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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w School Improvement Plan
- w Student Dress
- w Before/After School Activities
- w School Safety
- w Disciplinary Procedures
- w Food and Transportation

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	4.00	Teacher Aide	12.00

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	5	0	0	0
7 to 9 years	2	0	0	0
10 or more years	8	3	0	0

∨ **Shared Responsibilities** ∨

School

The school has a responsibility to offer a challenging curriculum in a safe environment, which will enable students to reach maximum heights in their academic endeavors.

Parents

The parent has the responsibility of getting his/her children to school on a regular basis, dressed and fed properly. It is the responsibility of the parent to oversee the homework assignments and see that they are returned to the classroom. Also, it is important that the lines of communications from home to school be kept open so that the school is aware of any changes in the student's life that could affect his/her school behavior.

∨ **Transportation Policy** ∨

Bus transportation is provided to students who live more than one-half mile from the school. We run seven bus routes. We transport approximately 250 students a day.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 7/24/02
Average Daily Instruction Time: 6 hrs. 15 min. **Last Day of School:** 5/22/03
Operates on Year-round Schedule

Report Card Release Dates

9/27/02 12/20/02 3/14/03 5/22/03

Additional Calendar/Report Card Information

We operate on a modified year-round schedule; therefore, we are on the quarter system (nine weeks). Report cards are given out four times per year, progress reports are given out eight times per year, with conferences scheduled in the middle of the first and third quarters.

∨ **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 Developmental Center W Library Computer Bank

Extracurricular Activities

W Science W Drama
W Football W Volleyball
W Softball W Basketball

School/Community Resources

W Afterschool Program W Breakfast Program
W Lunch Program W Recreational Activities
W Counseling Service W Adult Education
W Life Skills 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

W Reading scores improved in all grades tested, as measured by Stanford 9 tests.

W Math scores improved in all grades tested, as measured by Stanford 9 tests.

W Language scores improved in three grades, as measured by Stanford 9 tests.

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	22.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	18.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.4 %	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
PTA Reflections Art Program Winners	2001
Presidential Award - Academic Excellence	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	46	531	13%	4%	41%	41%
	School State	58840	524	9%	17%	45%	29%
Writing	School	45	539	9%	2%	82%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	47	531	2%	19%	47%	32%
	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	65	505	17%	29%	43%	11%
	State	61305	505	21%	20%	43%	15%
Writing	School	64	513	14%	31%	44%	11%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	64	482	14%	53%	12%	20%
	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	--	--	--	--	--	--	--	--	--	100	67	60	--	--	--
2	Reading	--	--	--	100	53	50	98	43	52	100	45	53	100	50	57
	Language	--	--	--	100	35	40	98	37	43	100	32	44	100	48	48
	Mathematics	--	--	--	100	49	51	100	42	55	100	40	57	100	66	61
3	Reading	88	41	47	100	50	47	100	47	48	97	49	50	96	53	50
	Language	94	42	49	100	44	51	100	47	54	99	52	56	96	53	57
	Mathematics	94	36	46	100	42	49	100	42	52	99	51	54	100	58	56
4	Reading	91	57	53	100	53	54	100	42	54	89	57	55	100	60	55
	Language	93	52	47	100	46	49	100	40	48	89	50	50	100	50	50
	Mathematics	93	48	51	100	39	54	100	36	55	90	57	57	100	63	58
5	Reading	95	50	51	100	61	51	97	52	51	92	56	51	89	49	53
	Language	95	42	42	100	54	44	100	46	45	96	47	45	92	46	47
	Mathematics	95	42	51	100	59	54	100	52	55	96	68	57	92	53	59
6	Reading	96	49	53	100	48	54	90	53	53	97	54	54	100	62	56
	Language	95	35	41	100	34	44	94	40	44	97	42	45	98	47	47
	Mathematics	97	45	57	100	47	59	94	53	60	97	51	63	100	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 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	73	96
Grades 3-4	89	75
Grades 4-5	50	66
Grades 5-6	81	59
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 Fort Mojave Elementary Site Council is working to develop a safety plan to be put into effect in case of an on-campus emergency. New locks have been installed to assist with lock-down procedures. Staff identification cards have been distributed to all staff members and visitors are not only required to sign-in at the office, but are also required to wear a disposable visitor identification badge.

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	\$2,210	\$949,078
Classroom Supplies	\$38	\$16,271
Administration	\$434	\$186,350
Support Services-Students	\$153	\$65,626
Other Support Services and Operations	\$570	\$244,880
Total Expenditures- All Categories 2000-2001	\$3,405	\$1,462,205

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	Mrs. Schmitt	(928) 768-3986	
Transportation Policy	Laidlaw Transit	(928) 768-8700	
Community Resources	Mohave Mental Health	(928) 758-5905	
School Nutrition Programs	Mrs. Penry	(928) 768-2211	
Parent Organization	Mrs. Ruzek	(928) 768-3986	
Student Health/Nurse	Mrs. Brodbeck	(928) 704-3600	605

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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