

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Manzanita School

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

Catalina Foothills Unified District

3000 E. Manzanita Avenue, Tucson, AZ 85718-1224

Mailing Address: 2101 E. River Road, Tucson, AZ 85718-1224

Principal: Ms. Colleen Nichols

Schedule: 7:30 AM to 4:00 PM

Web Address: www.cfsd.k12.az.us/~mzwww/

E-mail: cnichols@cfsd.k12.az.us

Grades: K-5

2002 Enrollment: 521

Phone: (520) 577-5320

Fax: (520) 577-5039

∨ School Overview ∨

Mission

Motivated, curious learners who strive to attain high standards of academic and personal achievement are readily evident at Manzanita School. A challenging, integrated curriculum promotes student accomplishment and intellectual development within a context of purposeful learning. A dedicated staff, in conjunction with enthusiastic parents, supports the development of the lifelong learner and encourages each individual to excel academically and socially in a safe and nurturing environment.

Organization and Philosophy

- w Self-contained Classrooms
- w Teacher and Grade-level Teams
- w Small Class Sizes
- w Strategic Site Plan

School/Academic Goals

- w Each student will demonstrate responsible citizenship skills.
- w Each student will meet or exceed grade-level standards while striving to achieve personal excellence.
- w We will develop ways to maximize resources to support student learning. Implement a master rotation schedule that is driven by student needs.
- w We will strengthen instructional skills and examine strategies in curriculum areas to meet the needs of individual students.

Instructional Programs

- w Flexible Grouping
- w Gifted Services
- w On-site Special Education
- w Special Education Inclusion
- w Reading Partners
- w Sheltered English Program
- w Specialist Programs
- w Science, Art & Social Studies Enrichment

Enrollment

October 1, 2001 School Year Student Enrollment:	499
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	44

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

Council Duties

- w Student Achievement
- w School Climate
- w Develop Decision-making Structures
- w School Improvement Plan
- w Parent Education/Communication
- w School Facilities Improvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	1.65	Teacher Aide	9.66

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	2	3	0	0
7 to 9 years	0	0	0	0
10 or more years	10	16	0	0

∨ **Shared Responsibilities** ∨

School

Parent Communications: Teacher newsletters, weekly reports, trimester progress report cards, Family Faculty Organization, School Council, school handbook, bi-weekly school newsletter, FFO Update, Parent-Teacher-Student conferences. Safe School Environment: Clearly articulated Discipline Plan, Healthy Play As a Solution, Six Pillars of Character, and a network of parent volunteers. High Academic Standards: Rigorous core curriculum and high expectations for student effort and achievement.

Parents

The parents and staff of Manzanita are partners in the educational process. An overriding parental obligation is providing a physically and psychologically safe home environment. Specific responsibilities include proper clothing and nourishment, attendance and transportation to and from school or bus stop. Parents are encouraged to model a love of learning, support the development of good study habits and nurture each child's personal excellence in a developmentally appropriate manner.

∨ **Transportation Policy** ∨

Transportation is provided to in-district students who reside more than one mile from school. Distances are measured as the crow flies. When serious safety concerns exist, such as the need to cross major thoroughfares, transportation is also provided for students within those distances, although the district cannot count such students for determination of its budget capacity.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/13/02
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

11/15/02	2/28/03	5/30/03
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Additional Calendar/Report Card Information

Spring parent-child portfolio conferences focus on student self-reflection and self-assessment of their work. Twice yearly parent-teacher conferences review the progress of the student and develop plans for improvement. Students are included in the fall conference. For the 2002-03 SY, students 1-5 will receive a progress report in the special area every six weeks.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No 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	W Computer Lab
W Designated Rooms - Art/Music/PE	W Inclusion & Learning Lab Rooms

Extracurricular Activities

W Chess Club	W Band
W Strings	W Community Education Program
W CARE (Children's Activity & Rec.)	W Odyssey of the Mind
W Oceanography Science Experience - 5th gr	

School/Community Resources

W Day Care	W Afterschool Program
W Health Services	W Community Classes
W Counseling Services	W Parenting Classes
W Extended-day Student Programs	W Extended Library Hours

∨ 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 A parent enrichment group expanded their programs to offer ongoing classes on child rearing and parenting. They offered a community presentation on topics such as drug prevention, effective discipline and promoting academic achievement.</p> | <p>W It was determined by the majority of survey respondents that Manzanita provides a safe and secure environment. Gates and fences were added to the campus last school year.</p> |
| <p>W Members of the staff and community continued to implement and refine Site Strategic Plan. Staff members met on a regular basis and developed a rotation schedule for special areas, a parent cadre and technology training.</p> | <p>W A new science curriculum reflecting state and national standards was introduced and implemented at all grade levels. A newly revised language arts curriculum and a newly revised social studies continue to be implemented at all levels.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	4.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.8 %	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
US Dept.of Education Blue Ribbon School	1994
Arizona Department of Education A+ School	1994
Award for Excellence in Art Education	1996
SARSEF Winners	2002

∨ 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	77	558	0%	3%	34%	64%
	School State	58840	524	9%	17%	45%	29%
Writing	School	77	583	0%	1%	64%	35%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	81	552	0%	6%	38%	56%
	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	101	528	4%	5%	44%	48%
	State	61305	505	21%	20%	43%	15%
Writing	School	99	575	0%	9%	43%	47%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	100	537	1%	16%	14%	69%
	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	--	--	--	--	--	--	--	--	--	94	82	60	--	--	--
2	Reading	--	--	--	100	71	50	99	79	52	92	79	53	95	84	57
	Language	--	--	--	100	69	40	100	75	43	91	75	44	95	79	48
	Mathematics	--	--	--	100	75	51	100	75	55	91	86	57	95	84	61
3	Reading	100	81	47	100	80	47	100	77	48	90	82	50	91	81	50
	Language	100	80	49	100	79	51	99	82	54	89	83	56	92	80	57
	Mathematics	100	78	46	100	81	49	99	80	52	89	81	54	92	78	56
4	Reading	99	88	53	100	87	54	96	85	54	94	86	55	88	86	55
	Language	99	81	47	100	78	49	96	75	48	94	78	50	89	77	50
	Mathematics	98	84	51	100	81	54	96	81	55	94	81	57	88	84	58
5	Reading	100	86	51	100	87	51	95	84	51	94	85	51	100	82	53
	Language	99	77	42	100	80	44	95	73	45	96	72	45	93	77	47
	Mathematics	97	89	51	100	87	54	95	85	55	95	91	57	97	88	59

∨ 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	75	51
Grades 3-4	93	75
Grades 4-5	67	92
Grades 5-6	***	***

*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

Information on school security and safety is shared with parents in an ongoing manner. Students are encouraged to, and have developed, strategies for peaceful problem solving. Participation in class meetings and a system of positive discipline guides their behavior choices. A security badge system has been implemented this year requiring staff members to display a picture badge. Every visitor is required to sign-in at school office.

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	\$3,077	\$1,578,011
Classroom Supplies	\$41	\$21,226
Administration	\$466	\$239,054
Support Services-Students	\$151	\$77,605
Other Support Services and Operations	\$690	\$353,891
Total Expenditures- All Categories 2000-2001	\$4,426	\$2,269,787

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	Colleen Nichols	(520) 577-5320	
Transportation Policy	Lee Bergman	(520) 299-6446	
Community Resources	Mary Fucsko-Grodman	(520) 577-5320	206
School Nutrition Programs	NDS		
Parent Organization	Kathy Anderson	(520) 577-5320	
Student Health/Nurse	Carol Girvan	(520) 577-5320	

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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