

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

David C. Lincoln School

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

Bagdad Unified District
700 Palo Verde, Bagdad, AZ 86321
Mailing Address: P.O. Box 427, Bagdad, AZ 86321

Principal: Mr. William J. Flake
Schedule: 7:00 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: flake61@northlink.com

Grades: Pre-K-6
2002 Enrollment: 170
Phone: (928) 633-4133 x 303
Fax: (928) 633-4135

∨ School Overview ∨

Mission

The school has a traditional educational philosophy. The Spalding Method is used to teach phonics, spelling and handwriting. Classrooms are highly structured. Quality literature is used to teach reading comprehension. There is a high level of parent involvement. It is open to all students in the district.

Organization and Philosophy

- w Phonics-based reading program
- w Pre-k through sixth grades
- w Self-contained Classrooms
- w Traditional

School/Academic Goals

- w D.C. Lincoln students will perform well on the Stanford 9 Achievement Test in reading, language and math.
- w D.C. Lincoln students will perform well on AIMS for grades three and five.

Instructional Programs

- w Spalding Method
- w Basic Skills Instruction
- w Highly Structured Classrooms
- w Special Education Preschool
- w Special Reading Lab
- w Alternative Education
- w Whole Class Instruction
- w State-of-the-Art Computer Lab

- w Teachers will set consistent standards and monitor students progress routinely.

Enrollment

October 1, 2001 School Year Student Enrollment:	NDS
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	170

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)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w School Philosophy
- w Textbook Selection
- w Extracurricular Activities
- w Safety Issues
- w Budget
- w Instructional Strategies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	5.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

We emphasize the teaching of basic skills and information. We believe that educational process is a partnership endeavor between the student, home, community and school. In order to meet educational goals, this partnership is essential. D.C. Lincoln will provide an environment where all participants are treated with respect and valued as human beings. The teaching staff is committed to educational excellence and will model expectations for behavior to reinforce positive social attitudes.

Parents

Parents are viewed as active partners in more than just back to school activities; they provide proper dress code attire, support homework policy and provide a quiet place for daily homework, see they attend school regularly, provide proper nourishment. Parents play a major role in fostering positive attitudes and values toward school and in promoting respect for the educational process.

∨ **Transportation Policy** ∨

Bagdad Unified School District provides transportation for students who live within the community and approximately five miles outside the community. The school district also provides bussing for students with special needs as identified in the student's IEP.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	1 hrs. 0 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02	12/20/02	3/14/03	5/30/03
----------	----------	---------	---------

Additional Calendar/Report Card Information

Progress reports are sent out the 5th, 14th, 23rd, 32nd weeks of the year. Grade reports are given out every 9 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 Computer Labs	W Library/Media Center
W Reading Lab	W Athletic Gym and Multipurpose Room

Extracurricular Activities

W Student council	W Afterschool Sports
W Music	W Publications/Yearbook
W Book Fair	

School/Community Resources

W Phelps Dodge Corporation	W Parent Executive Council
W Community Athletics	W Counseling/Speech/Psychological Services
W Recreation Activities	W Yavapai College Talent Search
W School Resource Officer	W DARE 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 Fully Certified and professional staff. W Teacher written curriculum objectives at each grade level.
- W 60.7% of students met or exceeded state standards in writing.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	25.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.1 %	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
Yavapai County Teacher of the Year in Math	2001
Northern Arizona Sci./Engineering Fair Regional Winner	2001
A fifth grade student won Literacy Contest	2001
Poetry contest winner \$25.00 prize & published in State	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	29	518	7%	28%	38%	28%
	School State	58840	524	9%	17%	45%	29%
Writing	School	28	524	14%	25%	54%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	29	504	3%	48%	34%	14%
	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	21	499	19%	19%	57%	5%
	State	61305	505	21%	20%	43%	15%
Writing	School	20	513	10%	20%	55%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	21	486	5%	52%	19%	24%
	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	--	--	--	--	--	--	--	--	--	81	54	60	--	--	--
2	Reading	--	--	--	90	59	50	95	51	52	71	49	53	--	37	57
	Language	--	--	--	97	44	40	99	50	43	76	40	44	--	20	48
	Mathematics	--	--	--	97	61	51	99	65	55	76	47	57	--	39	61
3	Reading	100	58	47	94	37	47	100	31	48	90	41	50	--	48	50
	Language	100	53	49	94	35	51	100	40	54	87	49	56	--	46	57
	Mathematics	100	71	46	94	59	49	97	54	52	90	53	54	--	45	56
4	Reading	92	52	53	100	45	54	100	35	54	93	39	55	--	47	55
	Language	95	48	47	100	37	49	100	35	48	96	32	50	--	47	50
	Mathematics	95	59	51	100	58	54	100	55	55	96	63	57	--	49	58
5	Reading	83	50	51	97	47	51	91	39	51	100	39	51	--	46	53
	Language	83	39	42	100	38	44	91	27	45	100	29	45	--	38	47
	Mathematics	83	50	51	100	54	54	91	45	55	100	53	57	--	51	59
6	Reading	84	37	53	100	48	54	100	49	53	100	42	54	--	43	56
	Language	84	30	41	100	28	44	100	34	44	100	30	45	--	29	47
	Mathematics	84	47	57	100	47	59	100	65	60	100	63	63	--	63	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	76	67
Grades 3-4	60	40
Grades 4-5	79	47
Grades 5-6	67	88
Grades 6-7	94	63

*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

D.C. Lincoln conducted periodic emergency drills through the school year. The District Safety Committee met in the summer to review ADE standards for school safety. The Crisis Response Procedures Plan was reviewed and updated. The DARE program is an ongoing educational program informing students of the effects of drugs and illegal substances. Students may report potentially dangerous situations to the toll-free number, 1-877-900-1086 which is available 24 hours a day.

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	\$2,835	\$717,273
Classroom Supplies	\$66	\$16,778
Administration	\$310	\$78,491
Support Services-Students	\$79	\$19,956
Other Support Services and Operations	\$283	\$71,579
Total Expenditures- All Categories 2000-2001	\$3,573	\$904,077

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	Shelby Kellis	(928) 633-6002	
Transportation Policy	Mark Morris	(928) 633-5068	
Community Resources	John Nielson	(928) 633-2169	
School Nutrition Programs	NDS		
Parent Organization	Angela Minerva	(928) 633-2855	
Student Health/Nurse	Sherri Barnes	(928) 771-3544	

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."