

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Mountain View Elementary School

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

Humboldt Unified District  
8601 E. Loos Drive, Prescott Valley, AZ 86314

**Principal:** Mrs. Jeannine Young  
**Schedule:** 7:00 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** Unpublished or Unavailable

**Grades:** K-5  
**2002 Enrollment:** 675  
**Phone:** (928) 759-4700  
**Fax:** (928) 759-4720

### ∨ School Overview ∨

#### Mission

The Mountain View Community values the individual, challenges the mind and nurtures the heart. Our MISSION is to create a nurturing and challenging educational environment which honors all students' unique learning styles, personalities and talents, helping them achieve their fullest potential for lifelong learning and success.

#### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms

#### Instructional Programs

- w Gifted
- w Computer Assisted Learning
- w Title I - Language Enrichment
- w ELL
- w On-site Special Education
- w Bridges Learning - Sensory Integration
- w PTA-sponsored Art Enrichment Monthly
- w Spalding Reading and Writing Instruction

#### School/Academic Goals

- w Implementation of a schoolwide classroom management program through staff development using Fred Jones TOOLS FOR TEACHING model. Emphasis is on-time management and time-on-task facilitating student instruction, motivation and positive discipline.
- w Alignment of curriculum to meet state-mandated Arizona Academic Standards and district-adopted goals through the process of teachers and or grade-level planning to develop curriculum maps for mathematics and language arts.
- w Identification and early intervention of at-risk students in primary grades by providing extra support services in their classroom, continuing use of the Bridges Learning Lab and special services identification of of students through IDEA.
- w Implementation of Spalding total language arts program developing spelling, reading and writing skills. Teaching the 6+ Traits Writing Model to prepare for AIMS. Accelerated focus of math facts mastery throughout the grade levels.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	746
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

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

**Council Duties**

- w School Improvement
- w School/Community Relations
- w Student Discipline
- w Extracurricular Activities
- w School Safety Issues
- w Instructional Strategies/Programs

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	2.00	Teacher Aide	9.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	4	3	0	0
7 to 9 years	2	1	0	0
10 or more years	7	9	0	0

∨ **Shared Responsibilities** ∨

**School**

The school distributes a parent/student handbook containing the rules and academic standards of the school, with an awareness statement to be signed and returned. Parent/Teacher conferences are held twice a year along with mid-quarter progress reports. Students are honored monthly and quarterly for Citizenship, Honor Roll and Principal's List. A discipline plan emphasizing respect for people, property and accountability for one's actions sets the parameters for the school's environment.

**Parents**

Mountain View Elementary School publishes and provides to each student a detailed parent/student handbook outlining all the parent responsibilities of attendance, transportation, health records, nutrition, academic assistance in the home and preparing their child for the school day. Parents are encouraged and invited to participate in all school activities from volunteering in the classrooms to serving on the school site council.

∨ **Transportation Policy** ∨

Humboldt Unified School District encompasses approximately 350 square miles. Transportation is provided for students who live more than one mile from school or for students within a one-mile radius of the school where hazardous conditions exist.

---

### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/23/03
<b>Operates on Traditional Schedule</b>			

---

#### Report Card Release Dates

8/25/02	1/9/03	4/23/03	5/23/03
---------	--------	---------	---------

---

### Additional Calendar/Report Card Information

The school distributes a parent-student handbook containing the rules and academic standards of the school, with an awareness statement to be signed and returned to school. Students have an agenda/planner notebook in which assignments and events are recorded and reviewed daily by the parents. Parent/Teacher conferences are held twice a year along with mid-quarter progress reports. Students are honored monthly and quarterly for Citizenship, Honor Roll and Principal's List.

---

### ∨ Resources Available at School Site ∨

---

#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<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.

---

#### Special Facilities

W IBM Computer Lab	W Bridges Sensory Learning Lab
W Multipurpose Gymnasium	W Athletic Fields/Access to City Park

---

#### Extracurricular Activities

W Student Council	W Intramural Athletics
W Vocal Music/Chorus	W Science Fair
W Boys and Girls Club	W After School art club

---

#### School/Community Resources

W Health Services	W Lunch Program
W Breakfast Program	W School Volunteer Program
W DARE/Fire Pals	W Boys Club/Girls Club After

∨ 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 Third Grade AIMS: Reading - 73% of students Met or Exceeded the Arizona Academic Standards. Writing - 88% of students Met or Exceeded the Arizona Academic Standards.

W Fifth Grade AIMS: Reading - 67% of students Met or Exceeded the Arizona Academic Standards. Writing - 60% of students Met or Exceeded the Arizona Academic Standards.

**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>	11.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	13.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.1 %	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:**

<b>Award/Honor</b>	<b>Year</b>
Columbia Space Shuttle Ham Radio Contact	1996
Yavapai County First Year Teacher of the Year	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>107</b>	<b>525</b>	<b>4%</b>	<b>21%</b>	<b>46%</b>	<b>29%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>105</b>	<b>548</b>	<b>2%</b>	<b>9%</b>	<b>74%</b>	<b>15%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>108</b>	<b>525</b>	<b>3%</b>	<b>20%</b>	<b>56%</b>	<b>21%</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>119</b>	<b>507</b>	<b>10%</b>	<b>23%</b>	<b>49%</b>	<b>18%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>118</b>	<b>517</b>	<b>13%</b>	<b>27%</b>	<b>46%</b>	<b>14%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>118</b>	<b>509</b>	<b>6%</b>	<b>38%</b>	<b>12%</b>	<b>44%</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	--	--	--	--	--	--	--	--	--	87	66	60	--	--	--
2	Reading	--	--	--	100	56	50	99	52	52	91	54	53	100	59	57
	Language	--	--	--	100	43	40	100	41	43	93	50	44	100	53	48
	Mathematics	--	--	--	100	46	51	100	51	55	92	65	57	100	67	61
3	Reading	94	58	47	100	57	47	100	52	48	87	53	50	79	53	50
	Language	97	48	49	100	51	51	100	53	54	88	55	56	80	58	57
	Mathematics	96	45	46	100	50	49	100	53	52	84	51	54	77	52	56
4	Reading	95	59	53	100	69	54	98	55	54	87	59	55	77	53	55
	Language	96	51	47	100	60	49	100	50	48	87	51	50	79	50	50
	Mathematics	97	57	51	100	61	54	100	54	55	88	55	57	77	48	58
5	Reading	93	63	51	100	57	51	99	67	51	85	59	51	91	57	53
	Language	96	50	42	100	54	44	100	60	45	86	57	45	91	54	47
	Mathematics	96	55	51	100	59	54	100	63	55	85	70	57	86	63	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 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>65</b>	<b>45</b>
<b>Grades 3-4</b>	<b>71</b>	<b>67</b>
<b>Grades 4-5</b>	<b>66</b>	<b>74</b>
<b>Grades 5-6</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

Our school is part of a districtwide effort to develop a comprehensive School Safety Plan that will prepare all students and staff for most emergencies. Mountain View Elementary has established a Crisis Prevention Intervention Team to assist all staff with severely disruptive students. The staff has been trained to use therapeutic interventions in the de-escalation of violent behavior in students.

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).

3

**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	\$2,089	\$1,556,570
Classroom Supplies	\$49	\$36,671
Administration	\$371	\$276,668
Support Services-Students	\$161	\$119,813
Other Support Services and Operations	\$406	\$302,806
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,077</b>	<b>\$2,292,528</b>

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
<b>School Site Council</b>	Jeannine Young	(928) 759-4700	
<b>Transportation Policy</b>	Tom Rozum	(928) 775-4346	
<b>Community Resources</b>	Sylva Ducharme	(928) 759-4545	
<b>School Nutrition Programs</b>	Rick Littell	(928) 759-4500	
<b>Parent Organization</b>	PTA	(928) 759-4700	
<b>Student Health/Nurse</b>	Susan Collier	(928) 759-4710	

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.

"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."