

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Alpine Elementary School

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

Alpine Elementary District  
County Road 2052, Alpine, AZ 85920-0170  
Mailing Address: P.O. Box 170, Alpine, AZ 85920-0170

Administrator: Ms. Susan K. Orth  
Schedule: 8:00 AM to 4:00 PM  
Web Address: Unpublished or Unavailable  
E-mail: [ssoler@co.apache.az.us](mailto:ssoler@co.apache.az.us)

Grades: Pre-K-8  
2002 Enrollment: 39  
Phone: (928) 337-4570  
Fax: (928) 337-1806

## ∨ School Overview ∨

### Mission

Education is an opportunity provided to the children of the district by their community. The Board expects that all children will learn to recognize the value of this opportunity, and will therefore work diligently to help ensure that their maximum potentials are realized. The Board further expects that all students will recognize that their fellow students have the right to be educated, and will avoid any action that may interfere with their ability to exercise that right.

### Organization and Philosophy

- w Multiage Classrooms
- w Low Student/Teacher Ratio
- w Standards-based Instruction
- w Parent Involvement

### School/Academic Goals

- w Increase reading proficiency of 80% of all district students by at least one grade level.
  
- w Increase mathematic proficiency of 80% of all district students by at least one grade level.

### Instructional Programs

- w Head Start Preschool (Home Base)
- w Artist-in-Residence Program
- w Research-based Reading Instruction
- w Technology-facilitated Curriculum
- w Spanish
- w DARE Program
- w Reading Recognition
- w Music

### Enrollment

October 1, 2001 School Year Student Enrollment:	37
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	10

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

**Council Duties**

- w School/Community Relations
- w Extracurricular Activities
- w School Improvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	0.33	Teacher	3.00
Other Professional Staff	0.25	Teacher Aide	3.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Parents will be informed regularly, and at least four times a year, as to the progress their children are making in school. Distinctions will be made between a student's attitude and academic performance. Students will not be required to supply specific types of school supplies or equipment as a prerequisite to successful completion of a required course.

**Parents**

Parents can support their student through nurturing and providing them with a place to study, nutrition and adequate rest to the best of their ability. Parents can partner with the teacher to support their child's learning through communication and encouraging regular attendance and promptness.

∨ **Transportation Policy** ∨

Alpine Elementary School District transports high school students to Round Valley High School, a distance of approximately 60 miles round trip. Alpine Elementary School District provides transportation for all extracurricular and Rim Riders League activities relevant to our students.

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### ∨ Calendar Information ∨

**Number of Instruction Days:** 179                      **First Day of School:** 7/29/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 5/23/03  
**Operates on Traditional Schedule**

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#### Report Card Release Dates

9/27/02                      12/13/02                      2/28/03                      5/23/03

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### Additional Calendar/Report Card Information

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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 - No                      Lunch - No                      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 Gym - Multipurpose Facility                      W Computer Lab  
W Library

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#### Extracurricular Activities

W Rim Riders Sports League                      W Snow Skiing  
W Spelling Bee                      W Summer 4-H Program  
W Fine Arts Performance Trips

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#### School/Community Resources

W Northland Pioneer College Art Classes                      W Regional/National Meetings Gray Wolf  
W Community Indoor Recreation                      W County/State/National Polling Place  
W Countywide Meetings                      W Special Interest Meetings  
W Alpine Forest Service Staff Resources                      W Alpine Craft Club (School Support Group)

## ∇ 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 Eighty-six percent (86%) of Alpine students accomplished the goal of meeting or exceeding the goal of gaining at least one year of growth in reading during the last school year.</p> | <p>W Behavior referrals to the office were reduced to four during the last school year.</p> |
| <p>W There were no incidences of drugs, alcohol or tobacco on our campus during the last school year.</p>  | <p>W Computer/student ratio has been raised to 1:3 during the past year.</p>                |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	25.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.2 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.8 %	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
Silver Apple Award to Grades 5-8 Teacher	1999
Student Recognition Silver Apple Award	1999

## ∨ 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>	**	**	**	**	**	**
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	**	**	**	**	**	**
	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>	School	**	**	**	**	**	**
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	**	**	**	**	**	**
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	**	**	**	**	**	**
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	School	**	**	**	**	**	**
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	School	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	School	**	**	**	**	**	**
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	86	90	60	--	--	--
2	Reading	--	--	--	100	**	50	100	**	52	50	--	53	80	**	57
	Language	--	--	--	100	**	40	100	**	43	50	--	44	80	**	48
	Mathematics	--	--	--	100	**	51	100	**	55	50	--	57	80	**	61
3	Reading	80	**	47	83	37	47	100	63	48	50	--	50	100	**	50
	Language	80	**	49	83	54	51	100	59	54	50	--	56	100	**	57
	Mathematics	80	**	46	83	41	49	100	65	52	50	--	54	100	**	56
4	Reading	100	**	53	100	53	54	96	48	54	50	--	55	67	**	55
	Language	100	**	47	100	30	49	96	50	48	50	--	50	67	**	50
	Mathematics	100	**	51	100	59	54	96	59	55	50	--	57	67	**	58
5	Reading	100	**	51	67	**	51	79	**	51	83	23	51	100	**	53
	Language	100	**	42	67	**	44	79	**	45	83	35	45	100	**	47
	Mathematics	100	**	51	67	**	54	79	**	55	83	45	57	100	**	59
6	Reading	100	**	53	100	**	54	100	37	53	100	60	54	100	**	56
	Language	100	**	41	100	**	44	100	41	44	100	59	45	100	**	47
	Mathematics	100	**	57	100	**	59	100	59	60	100	85	63	100	**	65
7	Reading	100	**	52	100	**	53	100	**	52	100	40	53	86	76	55
	Language	100	**	52	100	**	54	100	**	54	100	54	55	86	74	58
	Mathematics	100	**	53	100	**	55	100	**	56	100	55	58	86	93	60
8	Reading	83	49	54	100	40	54	100	59	53	38	--	55	100	**	56
	Language	83	37	46	88	40	49	98	49	49	50	--	50	100	**	52
	Mathematics	83	67	52	100	41	54	100	49	56	50	--	58	100	**	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>Grades 3-4</b>	*	*
<b>Grades 4-5</b>	*	*
<b>Grades 5-6</b>	*	*
<b>Grades 6-7</b>	*	*
<b>Grades 7-8</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

We believe that all of our students deserve the best education that we are able to provide in a safe, orderly and scholarly environment. To this end, we at Alpine School have provided a framework so that no one may interrupt the teaching or learning process. We seek the support of students, staff, parents and community through communication and consistent application.

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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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>	Susan K. Orth	(928) 339-4570	
<b>Transportation Policy</b>	Susan K. Orth	(928) 339-4570	
<b>Community Resources</b>	NDS		
<b>School Nutrition Programs</b>	NDS		
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Linda Fite	(928) 339-4570	

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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