

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Heritage School

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

Peoria Unified School District
5312 W. Mountain View Road, Glendale, AZ 85302-2299

Principal: Ms. Bonnie Apperson
Schedule: 7:30 AM to 3:30 PM
Web Address: www.peoriaud.k12.az.us
E-mail: bapperson@peoriaud.k12.az.us

Grades: K-8
2002 Enrollment: 890
Phone: (623) 412-4525
Fax: (623) 412-4535

∨ School Overview ∨

Mission

The mission of Heritage Elementary School is to provide a secure learning environment which academically challenges and socially enables students to be successful, productive citizens. We believe high expectations produce quality results; accountability for learning and behavior is inherent for growth; communication with the community is essential; intrinsic motivation contributes to success. VISION. We strive daily to develop a respect for knowledge that creates a passion for learning.

Organization and Philosophy

- w Research-based Instruction
- w Hands-on Applications
- w Higher Level Processing
- w High Expectations For All

School/Academic Goals

- w Students will show at least one year's growth in the areas of reading, math, and language as measured by the Stanford 9 test, AIMS, AZ/AC, and grade level assessments. These goals will be supported by the special area teachers as well.
- w Technology proficiency will be demonstrated by all students according to grade level curriculum/assessments. The addition of 36 laptop computers will allow classrooms to incorporate research and word processing into each class session.
- w Teachers and staff will participate in staff development activities and training focused on brain-research strategies for effective instructional delivery. These strategies will be part of daily instruction in alignment with the school's 301 goals.
- w Students will demonstrate respectful behavior at all times and will held to the highest standards of citizenship by all staff. The Renaissance recognition program in grades 7 and 8, and Honor Roll in grades 5-8 will further reinforce this.

Instructional Programs

- w Regular Full-day Classes
- w Half-day Kindergarten
- w Gifted
- w On-site Special Education
- w Helping Hands Kindergarten
- w Band/Chorus
- w Art
- w LEAP Program (Reading Program)

Enrollment

October 1, 2001 School Year Student Enrollment:	930
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	190

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

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

Council Duties

w Technology, Web Page
 w PEEF High Five Grants and Overall Grants
 w Arizona A+ School Award
 w Tax Credit
 w District Grant Writing Committee
 w Curriculum

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	20.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	18	8	0	0
7 to 9 years	9	7	0	0
10 or more years	9	10	0	0

∨ **Shared Responsibilities** ∨

School

It is an expectation of the Heritage staff that we work in conjunction with our community to provide all students with the best, most enriched learning opportunities in and out of the classroom. In addition to providing our students and staff a safe, attractive school campus, we invite and maintain high parent involvement here at Heritage. There are many opportunities for parents to be active in their child's education and we encourage parental support.

Parents

It is the philosophy of the Heritage staff that educational success can be achieved through a working partnership between home and school. It is our expectation that parents will share the responsibility for developing positive attitudes regarding discipline, accountability and academics. Parents should ensure that students arrive to school on time daily and come ready to learn. Parents should assist their child in establishing regular study habits and encourage and acknowledge student success.

∨ **Transportation Policy** ∨

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Heritage Elementary School. Additionally, transportation services are provided for eligible special education students to Heritage Elementary School or other facilities as noted in the IEP. Students are invited to ride bicycles to school and/or walk.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/20/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02	1/8/03	3/12/03	5/20/03
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Additional Calendar/Report Card Information

∨ 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 Technology/Computer Lab/Laptop Cart
W Library

W Art Room
W Band/Chorus Room

Extracurricular Activities

W Student Council
W Journalism Club
W Renaissance Club
W Chorus/Band/Strings

W Yearbook Club
W National Junior Honor Society
W Football/Volleyball/Softball/Track
W Outdoor Education

School/Community Resources

W Intervention Services
W Lunch Program
W Health Services
W Site Council

W Crisis Management
W Breakfast Program
W Parent-Teacher Association
W YMCA Afterschool 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

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|--|---|
| <p>W A common math block in grades 4-8 provides students with opportunities to be taught in the appropriate level. An advanced algebra/geometry course is also taught by a high school instructor and is offered to eligible students last hour of each day.</p> <p>W Several PEEF district grants have been earned by Heritage teachers to assist in the implementation of a variety of student programs including: Enhanced reading opportunities for second grade, Outdoor Education, and innovative math programs.</p> | <p>W The Renaissance Program recognizes students in grades 7 and 8 in the areas of academics, citizenship and attendance. A quarterly recognition assembly is held to honor the students who meet the highest standards in each area according to criteria.</p> <p>W The Heritage staff has been trained in Brain-based Teaching training. During our monthly team training sessions, a number of strategies and ideas are shared to implement in all classrooms. Workshops and outside trainings are attended as well.</p> |
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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	10.3 %	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	0.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.5 %	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
PEEF Award - A World of Opportunities for Early Readers	2001
PEEF Award - R2K Renaissance 2000	2000
Wal-Mart Teacher of the Year - Sixth Grade Teacher	2000
Pride of Peoria Recipients	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	93	531	4%	9%	55%	32%
	School State	58840	524	9%	17%	45%	29%
Writing	School	92	553	1%	12%	70%	17%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	95	538	2%	21%	36%	41%
	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	110	513	17%	15%	48%	19%
	State	61305	505	21%	20%	43%	15%
Writing	School	110	532	9%	16%	54%	21%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	113	513	5%	29%	17%	49%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	103	516	16%	12%	50%	22%
	State	57484	504	24%	20%	40%	16%
Writing	School	105	506	9%	33%	56%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	110	472	25%	54%	15%	7%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	92	61	60	--	--	--
2	Reading	--	--	--	100	55	50	100	56	52	98	60	53	93	61	57
	Language	--	--	--	100	46	40	100	39	43	100	50	44	95	45	48
	Mathematics	--	--	--	100	47	51	99	70	55	99	67	57	95	59	61
3	Reading	100	57	47	100	53	47	97	56	48	100	54	50	100	62	50
	Language	100	57	49	100	58	51	98	61	54	100	60	56	100	70	57
	Mathematics	100	54	46	100	54	49	100	66	52	100	65	54	100	67	56
4	Reading	100	63	53	100	61	54	91	70	54	100	61	55	88	62	55
	Language	100	59	47	100	53	49	98	57	48	100	56	50	87	54	50
	Mathematics	100	61	51	100	56	54	99	61	55	100	69	57	90	69	58
5	Reading	100	59	51	100	63	51	92	60	51	93	64	51	92	60	53
	Language	100	51	42	100	54	44	90	52	45	93	57	45	92	56	47
	Mathematics	100	71	51	100	71	54	95	64	55	97	70	57	92	74	59
6	Reading	100	61	53	100	63	54	100	62	53	88	54	54	87	65	56
	Language	100	52	41	100	56	44	99	52	44	87	52	45	90	56	47
	Mathematics	100	64	57	100	69	59	100	67	60	91	67	63	92	71	65
7	Reading	100	66	52	100	66	53	97	65	52	94	65	53	90	65	55
	Language	100	67	52	100	67	54	97	70	54	93	70	55	90	68	58
	Mathematics	100	55	53	100	62	55	97	67	56	98	63	58	94	67	60
8	Reading	92	66	54	100	59	54	92	69	53	94	67	55	87	66	56
	Language	90	67	46	100	59	49	93	67	49	94	61	50	87	63	52
	Mathematics	90	64	52	100	52	54	92	65	56	95	67	58	90	65	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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	68	64
Grades 3-4	78	83
Grades 4-5	59	85
Grades 5-6	74	80
Grades 6-7	86	66
Grades 7-8	78	72

*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

Parking lot supervision, before and after school. Playground duty coverage at each recess and before/after school. Crossing guards on 53rd Avenue and on Mountain View Road, as well as 55th Avenue. Security at all evening dances. Library coverage for early arrivals beginning at 7:20 A.M. Fenced-in school areas including west of the multipurpose room (to be completed summer 2002). Additional drop-off/pick-up areas completed 2001. Mandatory visitor sign-in at school office before entering school.

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	\$2,356	\$2,277,075
Classroom Supplies	\$21	\$19,990
Administration	\$359	\$346,619
Support Services-Students	\$105	\$101,609
Other Support Services and Operations	\$568	\$549,152
Total Expenditures- All Categories 2000-2001	\$3,408	\$3,294,445

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	Bonnie Apperson	(623) 412-4525	4526
Transportation Policy	Dean Humphrey	(623) 486-6165	
Community Resources	Jim Cummings	(623) 486-6040	
School Nutrition Programs	Peggy Knigge	(623) 412-4529	
Parent Organization	Renaë Gallen	(623) 412-4525	
Student Health/Nurse	Claudia Kinsella	(623) 412-4528	

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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