

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Apache Elementary School

Peoria Unified School District
8633 W. John Cabot Road, Peoria, AZ 85382

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

Principal: Mr. Steve Gillett
Schedule: 8:00 AM to 4:00 PM
Web Address: www.peoriaud.k12.az.us/
E-mail: Unpublished or Unavailable

Grades: K-8
2002 Enrollment: 1051
Phone: (623) 412-4875
Fax: (623) 412-4885

∨ School Overview ∨

Mission

The mission of the staff, the parents and the community of Apache School is to empower all students to be lifelong learners who will be able to meet the challenges of the ever-changing global society of the 21st Century.

Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalized Classrooms

School/Academic Goals

- w Study Skills: Students will apply life management skills by meeting timelines and being prepared for class.
- w Math: Students will demonstrate proficiency and competency in math activities across the curriculum.
- w Writing: Apache students will demonstrate competency in writing activities across the curriculum.
- w Science: Apache students will apply the skills of observation, predicting and classifying to follow the scientific process.

Instructional Programs

- w Regular Full-day Classes
- w Gifted
- w On-site Special Education

Enrollment

October 1, 2001 School Year Student Enrollment:	1060
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	115

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

Council Duties

w School Safety Issues
 w Student Discipline
 w Extracurricular Activities
 w Budget Review
 w Growth
 w Student Achievement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	57.00
Other Professional Staff	10.00	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	13	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	3	2	0	0
10 or more years	20	14	0	0

∨ **Shared Responsibilities** ∨

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

Parents

We encourage parents to accept the opportunity to become a significant active partner in their child's education. Parents can become actively involved by promoting daily attendance; checking student planners (grades 3-8) regarding performance and homework completion; modeling positive attitudes toward learning; attending conferences and activities; and supporting the school's behavioral expectations.

∨ **Transportation Policy** ∨

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Apache Elementary School. Additionally, transportation services are provided for eligible special education students to Apache Elementary School or other facilities as noted in the student's IEP.

∨ 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 We are currently on target with all of our school goals.

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	6.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.3 %	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
A+ School Award	2000
Golden Bell Award	2000
National Blue Ribbon Award	2001
Entertainment Industry Barbie Regional Art Award	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	School	111	540	2%	8%	46%	44%
		State	58840	524	9%	17%	45%	29%
Writing	School	92	564	1%	4%	67%	27%	
		State	57282	541	10%	12%	63%	16%
Mathematics	School	112	552	2%	8%	46%	45%	
		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	518	10%	18%	45%	27%
		State	61305	505	21%	20%	43%
Writing	School	109	538	4%	21%	50%	26%
		State	59599	512	17%	26%	42%
Mathematics	School	110	523	3%	30%	15%	53%
		State	61760	494	14%	40%	12%

Grade 8

Reading	School	100	534	6%	16%	47%	31%
		State	57484	504	24%	20%	40%
Writing	School	96	514	2%	28%	67%	3%
		State	55420	493	15%	42%	41%
Mathematics	School	100	475	21%	52%	20%	7%
		State	57734	459	39%	40%	14%

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	--	--	--	--	--	--	--	--	--	99	75	60	--	--	--
2	Reading	--	--	--	97	65	50	100	61	52	90	75	53	89	69	57
	Language	--	--	--	100	53	40	100	53	43	93	70	44	91	64	48
	Mathematics	--	--	--	100	61	51	100	59	55	94	81	57	92	79	61
3	Reading	100	59	47	100	54	47	100	60	48	97	65	50	96	72	50
	Language	100	60	49	100	55	51	100	66	54	94	72	56	93	81	57
	Mathematics	100	55	46	100	50	49	100	69	52	98	72	54	97	84	56
4	Reading	100	72	53	100	74	54	96	65	54	88	70	55	95	69	55
	Language	100	69	47	100	67	49	98	59	48	89	65	50	95	65	50
	Mathematics	100	80	51	100	77	54	94	70	55	91	79	57	95	76	58
5	Reading	100	73	51	100	75	51	100	69	51	98	67	51	89	69	53
	Language	100	63	42	100	75	44	100	61	45	99	59	45	89	67	47
	Mathematics	100	71	51	100	81	54	98	80	55	100	78	57	90	78	59
6	Reading	100	64	53	100	72	54	100	72	53	95	68	54	95	66	56
	Language	100	59	41	100	71	44	100	63	44	91	63	45	92	67	47
	Mathematics	100	67	57	100	78	59	95	82	60	95	78	63	96	75	65
7	Reading	95	66	52	100	79	53	100	70	52	94	76	53	88	71	55
	Language	95	66	52	100	72	54	100	73	54	92	81	55	87	75	58
	Mathematics	95	59	53	100	72	55	99	74	56	92	89	58	86	73	60
8	Reading	99	65	54	100	67	54	100	64	53	87	68	55	95	72	56
	Language	99	66	46	100	68	49	100	71	49	85	72	50	96	76	52
	Mathematics	100	55	52	100	53	54	96	69	56	88	63	58	97	74	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	69	78
Grades 3-4	74	77
Grades 4-5	69	67
Grades 5-6	82	76
Grades 6-7	77	58
Grades 7-8	64	52

*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

Schoolwide discipline program which ensures that classrooms are free from disruptions that adversely effect student learning. Crisis management training for staff that outlines responses to various potential crises. Safety committee meets quarterly to evaluate safety issues on campus including buildings, equipment and procedures. Safety training takes place on the first day of school for students and daily reminders are announced during morning messages. Safe school routes are established.

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	\$2,515	\$2,673,666
Classroom Supplies	\$22	\$23,892
Administration	\$356	\$378,680
Support Services-Students	\$96	\$101,709
Other Support Services and Operations	\$610	\$648,162
Total Expenditures- All Categories 2000-2001	\$3,598	\$3,826,109

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	Steve Gillett	(623) 412-4875	
Transportation Policy	Steve Highlen	(623) 486-6006	
Community Resources	Jim Cummings	(623) 486-6040	
School Nutrition Programs	Willie Gentry	(623) 486-6000	
Parent Organization	Jeanne Moyer	(623) 412-4875	
Student Health/Nurse	P. Cuthbert / J. Fleming	(623) 412-4878	

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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