

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Cheyenne Elementary School

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

Peoria Unified School District
11806 N. 87th Avenue, Peoria, AZ 85345

Principal: Dr. Eric J. Gundrum

Schedule: 7:30 AM to 4:00 PM

Web Address: www.peoriaud.k12.az.us/pusd/k-8/cheyenne.htm

E-mail: www.egundrum@peoriaud.k12.az.us

Grades: Pre-K-8

2002 Enrollment: 895

Phone: (623) 487-5100

Fax: (623) 487-5110

∨ School Overview ∨

Mission

Cheyenne Elementary School staff will work in cooperation with parents and students to meet the academic, individual and social needs of all students. The staff will create a safe environment in which mutual respect and tolerance of others produces responsible citizens for the future.

Organization and Philosophy

- w Self-contained K-6 Classrooms
- w Departmentalized 7-8 Classrooms
- w All Students Can Learn and Be Successful
- w Students Make Successful Transitions

Instructional Programs

- w NAEYC-accredited Special Ed Preschool
- w Gifted Program
- w Learning Disabled Pull-out Program
- w Band/Chorus Program (Grades 5-8)
- w PE/Art and Technology for All Students
- w Advanced Mathematics/Algebra Grades 7-8
- w Enrichment Kindergarten Program
- w LEAP (1st Grade Reading Acceleration)

School/Academic Goals

- w All students will improve their literacy skills evidenced on the Stanford 9 tests. All grades will focus on reading fluency this year by increasing the number of books available to their children that are at the appropriate reading levels.
- w All students will improve their daily attendance and decrease their tardies. Evidenced by attendance records and tardy notices.
- w All students will improve their written communication through the use of the district Six Trait Rubric system. Students should strive to produce their best writing to be edited by their peers and their teacher.
- w More of the third, fifth and eighth grade students will reach the Meets or Exceeds categories on AIMS, the state assessment, in all measured content areas. Cheyenne students will be at or above state averages on AIMS.

Enrollment

October 1, 2001 School Year Student Enrollment:	878
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	60

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)
 4 Teacher(s)
 5 Parent(s)
 0 Community Member(s)
 1 Student(s)

Council Duties

w School Safety Issues
 w Student Discipline
 w Budget
 w Facility Issues
 w School Curriculum
 w School Staffing

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	45.50
Other Professional Staff	3.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	13	8	0	0
7 to 9 years	6	6	0	0
10 or more years	7	1	0	0

∨ **Shared Responsibilities** ∨

School

Cheyenne Elementary School staff should provide a safe and secure learning environment for all students. Staff members shall continuously inform parents and students about their progress. Continuous feedback is encouraged from our Site Council and PTSO members. Parents may also schedule meetings with the administration regarding safety issues at any time. We ask that parents address issues with the homeroom teacher first and then the school administration.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring students' completion of assignments; modeling positive attitudes toward learning; attending school activities including parent-teacher conferences and fostering respect of rules and property.

∨ **Transportation Policy** ∨

Our district generally buses all students who live in our attendance zone and more than one mile from our school. All those who are forced to cross major crossroads on their way to school are typically offered busing opportunities.

∨ Calendar Information ∨

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

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/8/03	3/12/03	5/20/03
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Additional Calendar/Report Card Information

All Peoria Unified School District schools provide a progress report every four and one-half weeks in between each report card grading period. Report cards go home every nine weeks.

∨ 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 Multipurpose Room	W Library
W Band/Music Rooms	W Technology and K-6 Computer Labs

Extracurricular Activities

W Student Council	W Chorus
W Band	W 6th Grade DARE
W Junior High Athletics	W National Junior Honor Society
W School Newspaper	W Reading Club

School/Community Resources

W Day Care Provided by City of Peoria	W Health Fair
W Lions Club	W Kiwanis Club
W Local Merchants	W Boys and Girls Club

∨ **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 North Central Association accreditation 1998-2002.
- w All areas of our Stanford test scores are at-or-above the state and national norms.

- w The district AzAc and state AIMS scores are all at or above district and state averages.
- w Cheyenne is the only elementary school in our district that has a MESA program which has students developing math and science skills through projects and competing with other state schools.

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	8.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.2 %	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
Peace Poster Contest Winner	2001
PEEF Grant Award Winner	2001
Application for A+ School Recognition	2002
North Central Association Accreditation	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	98	543	1%	9%	52%	38%
	School State	58840	524	9%	17%	45%	29%
Writing	School	98	561	0%	7%	70%	22%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	98	548	0%	16%	33%	51%
	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	93	505	14%	22%	53%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	90	529	9%	20%	52%	19%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	93	507	8%	29%	23%	41%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	83	516	12%	18%	51%	19%
	State	57484	504	24%	20%	40%	16%
Writing	School	82	505	5%	43%	50%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	83	479	14%	58%	24%	4%
	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	74	60	--	--	--
2	Reading	--	--	--	100	52	50	92	57	52	97	68	53	81	66	57
	Language	--	--	--	100	49	40	100	44	43	98	72	44	83	63	48
	Mathematics	--	--	--	100	63	51	97	60	55	98	84	57	83	82	61
3	Reading	98	44	47	100	40	47	98	50	48	91	54	50	96	61	50
	Language	98	44	49	100	46	51	100	57	54	91	66	56	97	74	57
	Mathematics	97	42	46	100	36	49	100	61	52	89	67	54	98	76	56
4	Reading	100	50	53	100	48	54	91	47	54	91	64	55	88	60	55
	Language	100	47	47	100	41	49	93	46	48	94	61	50	90	61	50
	Mathematics	100	50	51	100	44	54	95	41	55	93	74	57	89	71	58
5	Reading	99	45	51	100	47	51	98	49	51	85	55	51	87	59	53
	Language	100	39	42	100	42	44	100	41	45	89	50	45	89	58	47
	Mathematics	100	38	51	100	47	54	100	51	55	89	59	57	90	69	59
6	Reading	91	49	53	100	45	54	83	54	53	86	50	54	77	66	56
	Language	94	42	41	100	37	44	87	47	44	84	44	45	78	54	47
	Mathematics	97	55	57	100	44	59	90	63	60	86	61	63	78	67	65
7	Reading	99	55	52	100	49	53	91	49	52	91	69	53	84	65	55
	Language	100	60	52	100	51	54	95	48	54	90	72	55	86	72	58
	Mathematics	100	51	53	100	59	55	95	53	56	90	82	58	86	79	60
8	Reading	100	45	54	100	53	54	99	53	53	90	55	55	89	63	56
	Language	100	41	46	100	46	49	100	46	49	90	47	50	88	65	52
	Mathematics	100	36	52	100	47	54	100	45	56	90	57	58	88	79	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	61	69
Grades 3-4	87	75
Grades 4-5	63	64
Grades 5-6	87	79
Grades 6-7	89	97
Grades 7-8	58	67

*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

Currently, we are having fire drills that have blocked exits which force our students and teachers to find safe pathways out of our building without using their designated path. We also have quarterly safety meetings that address facility and community issues. This school year we will have two mock crisis situations. We will address school lock-down procedures to ensure student safety during any crisis.

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)

2

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	\$2,569	\$2,291,321
Classroom Supplies	\$15	\$13,587
Administration	\$398	\$355,282
Support Services-Students	\$181	\$161,813
Other Support Services and Operations	\$625	\$556,944
Total Expenditures- All Categories 2000-2001	\$3,789	\$3,378,947

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	Eric Gundrum	(623) 487-5100	
Transportation Policy	Jan Martinez	(623) 486-6167	
Community Resources	Jim Cummings	(623) 486-6040	
School Nutrition Programs	Willie Gentry	(623) 487-5183	
Parent Organization	Maria Siebring	(623) 487-5100	
Student Health/Nurse	Kathy Tropea	(623) 487-5104	

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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