

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Papago School

Creighton Elementary District
2013 N. 36th Street, Phoenix, AZ 85008

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

Principal: Dr. Vicente M. Ontiveros

Schedule: 7:15 AM to 4:00 PM

Web Address: www.ariz.com/papago

E-mail: vicente_ontiveros@creighton.k12.az.us

Grades: Pre-K-8

2002 Enrollment: 1049

Phone: (602) 381-6100

Fax: (602) 381-6118

∨ School Overview ∨

Mission

Our vision is to create an atmosphere of trust and respect for and among students, parents, staff and community while attaining our mutual goal of educating our future. As a community of lifelong learners, we will impact our students with academic success; self-discipline; responsibility; lifelong skills and attitudes. Our challenge in meeting these goals includes utilizing and implementing instructional programs that recognize diverse cultures and account for individual needs.

Organization and Philosophy

- w Standards Based Education
- w Brain-compatible Integrated Instruction
- w Inquiry-based Math/Science
- w CLIP/LEA--Reading Intervention

Instructional Programs

- w Special Needs Preschool
- w Title I Schoolwide Plan
- w Gifted Education
- w Bilingual/ESL/Dual Language
- w Mathematics: TERC/Math in Context
- w Middle School/Block Schedule
- w On-site Special Education
- w CLIP Training Site

School/Academic Goals

- w Prepare our learners with skills to communicate effectively through reading, writing, speaking and listening.
- w To raise student achievement by creating a positive learning environment and developing quality instructional programs.
- w To exhibit problem-solving skills throughout all academic disciplines.
- w To acquire life skills and attitudes which promote the quality of life.

Enrollment

October 1, 2001 School Year Student Enrollment:	1051
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	101

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)
- 6 Non-certified Employee(s)
- 3 Teacher(s)
- 14 Parent(s)
- 2 Community Member(s)
- 6 Student(s)

Council Duties

- w School Climate/Safety Issues
- w Instructional Programs
- w School Policies/Procedures
- w Curricular Programs/Needs
- w Student Discipline
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	61.00
Other Professional Staff	5.00	Teacher Aide	19.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	1	0	0
4 to 6 years	1	6	0	0
7 to 9 years	0	3	0	0
10 or more years	8	32	1	0

∨ **Shared Responsibilities** ∨

School

We communicate with parents through the Site Council, monthly meetings, PTA, a yearly community report card and a bimonthly school-parent publication of events/information. Through these forums, parents are involved in decision making which assures them of a safe environment and high academic standards. As a seal to their commitment, parents sign an acknowledgement form regarding student behavior and a Student/Teacher/ Parent/Administrator compact to ensure parent involvement in high standards.

Parents

As part of a schoolwide plan, parents agree to support the teacher/school by ensuring punctual school attendance and appropriate student behavior. Parents establish a time for homework, regulate it regularly and read with children. Parents agree to see that children get proper amounts of sleep regularly. Students are expected to come to school with the necessary tools for learning.

∨ **Transportation Policy** ∨

It is the intent of the Governing Board to transport all children in grades 3-8 whose legal residence is outside a mile radius from school and all students in K-2 outside a 3/4 mile radius. This radius will be determined by a circle drawn on a map with the center at the middle of the main entrance to the school, which may vary according to number/location of streets and other safety items, e.g., canals, sidewalks, narrow streets and hazardous traffic conditions.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/31/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/12/03

Operates on Year-round Schedule

Report Card Release Dates

9/27/02	12/20/02	3/14/03	6/12/03
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Additional Calendar/Report Card Information

Papago School maintains continuous communication with parents through parent-teacher conferences, midterm academic progress reports and weekly assignment sheets signed by parents. All are part of reporting on academics and student acquisition of life skills.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Two Computer Labs/Eight Mini-labs/AR Lab	W CLIP/LEA Training Site
W District TMH/VE Facility	W Library/Multimedia Communication Center

Extracurricular Activities

W Junior Ambassadors--Japan/Washington DC	W National Junior Honor Society
W Student Council	W Law Club
W Afterschool Sports	W Battle of the Books
W Papago Village	W Wake-Up Club/Phoenix Police Dept.

School/Community Resources

W Breakfast Program	W Lunch Program
W Head Start	W Boy/Girl Scouts
W Phoenix Parks and Recreation	W ESL/GED Classes
W Adult Education	W Community Classes

∨ 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 CLIP/LEA training site for ongoing staff development to enhance teachers' instructional skills and to accelerate low-achieving students to grade-level performance. Papago has been a site for teacher training since 1993.</p> | <p>W Recipient of a Legislative Safety grant each year since 1994, which provides a probation officer and a school resource officer who facilitate law-related education, attendance, and a safe and orderly environment.</p> |
| <p>W Brain-compatible education including staff development and implementation of life skills, lifelong guidelines and a schoolwide year-long theme.</p> | <p>W Integrated thematic instruction at middle school level with block scheduling which provides increased time on academics. Focus on State Standard's Based integrated curriculum, technology and an extensive experiential learning program.</p> |

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	24.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	16.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	95.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	4.5 %	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
CLIP Training Site Recognition	1999
Block Watch Grant Recipient	2002
Exemplary Program/Wake-Up Club	2002
Legislative Safety Grant	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	75	493	25%	29%	39%	7%
	School State	58840	524	9%	17%	45%	29%
Writing	School	74	507	16%	28%	51%	4%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	75	469	33%	44%	23%	0%
	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	88	495	32%	32%	28%	8%
	State	61305	505	21%	20%	43%	15%
Writing	School	85	489	25%	28%	44%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	89	481	10%	57%	11%	21%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	88	476	49%	22%	25%	5%
	State	57484	504	24%	20%	40%	16%
Writing	School	86	461	38%	51%	10%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	87	423	72%	25%	2%	0%
	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	--	--	--	--	--	--	--	--	--	34	56	60	--	--	--
2	Reading	--	--	--	100	32	50	48	36	52	29	42	53	30	34	57
	Language	--	--	--	100	25	40	55	21	43	32	20	44	37	25	48
	Mathematics	--	--	--	100	35	51	53	33	55	31	31	57	38	26	61
3	Reading	85	45	47	100	33	47	55	45	48	50	44	50	66	22	50
	Language	87	49	49	100	46	51	55	49	54	48	55	56	66	25	57
	Mathematics	89	46	46	100	47	49	54	56	52	50	44	54	68	22	56
4	Reading	99	27	53	100	44	54	56	46	54	37	58	55	70	33	55
	Language	100	26	47	100	37	49	60	40	48	38	51	50	74	26	50
	Mathematics	100	24	51	100	39	54	58	39	55	38	62	57	74	36	58
5	Reading	92	24	51	100	26	51	85	28	51	86	35	51	78	31	53
	Language	94	21	42	100	22	44	86	33	45	89	34	45	78	37	47
	Mathematics	94	29	51	100	27	54	87	34	55	89	40	57	79	49	59
6	Reading	94	27	53	100	39	54	91	37	53	77	38	54	84	35	56
	Language	93	22	41	100	28	44	92	30	44	79	28	45	86	26	47
	Mathematics	93	33	57	100	45	59	91	37	60	81	42	63	86	42	65
7	Reading	93	23	52	100	29	53	88	32	52	79	38	53	79	30	55
	Language	91	21	52	100	34	54	88	42	54	77	42	55	78	34	58
	Mathematics	89	24	53	100	28	55	87	37	56	76	45	58	82	31	60
8	Reading	90	32	54	100	26	54	80	33	53	90	39	55	93	34	56
	Language	94	18	46	100	22	49	79	32	49	90	34	50	96	27	52
	Mathematics	92	25	52	100	27	54	79	29	56	90	49	58	94	39	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	65	55
Grades 3-4	47	51
Grades 4-5	54	75
Grades 5-6	80	80
Grades 6-7	67	58
Grades 7-8	62	64

*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

Papago School has a Phoenix Police Officer and a Maricopa County Juvenile Probation Officer assigned to the campus through a legislative grant. They work to ensure a safe and orderly environment through visibility, student interaction, and implementation of an extensive law-related education program in all grade levels. We work to provide student safety through a comprehensive safety program which includes emergency procedures, a closed campus and extensive adult identification measures.

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).

1

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	\$2,646	\$2,759,545
Classroom Supplies	\$49	\$51,590
Administration	\$383	\$399,127
Support Services-Students	\$291	\$303,703
Other Support Services and Operations	\$646	\$673,789
Total Expenditures- All Categories 2000-2001	\$4,016	\$4,187,754

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	Van Troutman	(602) 381-6100	
Transportation Policy	Rudy Rivera	(602) 381-6057	
Community Resources	Vicente Ontiveros	(602) 381-6100	
School Nutrition Programs	Linda Daugherty	(602) 381-6048	
Parent Organization	T. Carnovale	(602) 381-6100	
Student Health/Nurse	Marsha Dobberton	(602) 381-6107	

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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