

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Squaw Peak Elementary School

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

Creighton Elementary District
4601 N. 34th Street, Phoenix, AZ 85018-3393

Principal: Ms. Pamela Eklund

Schedule: 7:30 AM to 4:30 PM

Web Address: www.creighton.k12.az.us

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

Grades: Pre-K-8

2002 Enrollment: 859

Phone: (602) 381-6160

Fax: (602) 381-6170

∨ School Overview ∨

Mission

Our mission at Squaw Peak School is to provide the appropriate learning conditions where ALL students can learn and feel successful by being given sufficient time and opportunities for mastery. A year-round calendar, dual language classrooms and integrated thematic instruction have been implemented to increase student academic achievement and provide a more continuous cycle of learning. Parents and staff are partners in preparing our students with skills for lifelong learning.

Organization and Philosophy

- w Year-round Education
- w Literature-based Language Arts
- w Technology-based Learning
- w Multiage Classrooms

School/Academic Goals

- w Develop a rigorous math curriculum to promote student achievement. Curriculum will be aligned to the Arizona Academic Standards.
- w Develop and implement a strategic plan for promoting high student achievement on the state norm-referenced testing (Stanford 9).
- w Increase students' reading ability through the supplementary use of the Accelerated Reader Program.
- w Increase English language proficiency of all bilingual and ESL students.

Instructional Programs

- w Gifted
- w Dual Language Instruction
- w ESL
- w Magnet Program
- w Reading Recovery (CLIP)
- w On-site Special Education
- w Read 180

Enrollment

October 1, 2001 School Year Student Enrollment:	983
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	161

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

- 3 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 8 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- w Vision/Mission/Goals
- w Budget
- w Curriculum Development
- w School Safety Issues
- w Parental Involvement
- w Instructional Strategies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	57.00
Other Professional Staff	12.00	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	16	3	0	0
4 to 6 years	3	7	1	0
7 to 9 years	5	5	0	0
10 or more years	5	17	0	0

∨ **Shared Responsibilities** ∨

School

Squaw Peak School has committed time, energy and resources to providing an educational program based on high expectations for student academic achievement. We are responsible to the parents and students to provide a safe, supportive and caring learning environment. We teach to the best of our abilities a high quality curriculum which integrates the basic skills and life skills in a meaningful manner. We communicate on a regular basis regarding each child's academic and social progress.

Parents

As per Governing Board Policy JFC-E, parents are responsible for getting their child to school on a regular and timely basis; having their child properly nourished, in good health and ready to learn; making their child aware of school rules, bus rules, district regulations and the conduct expected of him/her; making sure their child makes academic, social and emotional progress by working cooperatively with school staff. 100% of parents must sign Parent/Guardian Responsibility Form.

∨ **Transportation Policy** ∨

The Creighton Transportation Department provides safe and efficient school bus services and assists in making educational field trips available to all students. Squaw Peak is a school of CHOICE for many students both within and outside of the Creighton SD. Our physical attendance area runs from Indian School and between 32nd and 40th Street north to Lincoln Drive. We also transport students from 16th Street to west of the Squaw Peak Parkway and south of Thomas and north of Sheridan.

∨ Calendar Information ∨

Number of Instruction Days:	175	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	12/18/02	3/14/03	6/12/03
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Additional Calendar/Report Card Information

In the area of writing, each student has a collection of samples in a portfolio which is also shared with the parents during conferences and at the end of the school year.

∨ 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 Macintosh/Multimedia Computer Lab	W Multipurpose Room
W Band Facilities	W Fine Arts/Music Center

Extracurricular Activities

W Student Government/Council	W Yearbook/Publications
W Fine Arts Club	W Afterschool Athletics
W Boy/Girl Scouts	W Parks & Recreation Programs
W Community Involvement	W Homework Club

School/Community Resources

W Afterschool Program	W Lunch Program
W Breakfast Program	W Counseling Services
W Community Classes	W Recreational Activities
W Day Care	W School Resource Officer

∨ 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 Squaw Peak has implemented, in conjunction with the City of Phoenix, the Attendance is Mandatory Program. This program is focused on promoting student attendance.</p> | <p>W Along with all schools in the Creighton District, Squaw Peak is the recipient of a Title VII federal funding grant to facilitate a strand of a dual language instructional program.</p> |
| <p>W Through a Professional Learning Development grant Squaw Peak teachers are the first teachers in the country to take a facilitated on-line professional development course, Middle School Literacy; Improving Text Comprehension.</p> | <p>W Recipient of federal funding for Student Resource Officer.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	27.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.2 %	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
Cox Cable Teacher of the Year Award	1999
Reading Counts Literacy Program	1999
ATT Safe Schools Grant Recipient	1999
Arizona Artist-in-Residence	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	49	503	18%	37%	35%	10%
	School State	58840	524	9%	17%	45%	29%
Writing	School	48	500	29%	21%	50%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	46	484	24%	43%	26%	7%
	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	67	490	37%	24%	33%	6%
	State	61305	505	21%	20%	43%	15%
Writing	School	55	480	25%	42%	31%	2%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	70	461	31%	43%	9%	17%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	94	504	24%	22%	33%	20%
	State	57484	504	24%	20%	40%	16%
Writing	School	89	497	11%	43%	44%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	97	458	42%	37%	13%	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	--	--	--	--	--	--	--	--	--	48	52	60	--	--	--
2	Reading	--	--	--	54	32	50	67	49	52	48	59	53	24	54	57
	Language	--	--	--	60	33	40	69	53	43	49	55	44	25	44	48
	Mathematics	--	--	--	59	52	51	68	57	55	50	63	57	25	59	61
3	Reading	93	44	47	64	45	47	55	43	48	54	51	50	57	31	50
	Language	94	48	49	66	51	51	56	51	54	58	47	56	58	36	57
	Mathematics	94	43	46	67	40	49	55	42	52	58	30	54	60	30	56
4	Reading	93	56	53	69	50	54	73	35	54	46	57	55	62	59	55
	Language	94	45	47	70	47	49	76	39	48	52	45	50	62	51	50
	Mathematics	98	46	51	69	48	54	70	38	55	52	45	57	68	43	58
5	Reading	99	43	51	71	50	51	100	45	51	74	36	51	69	41	53
	Language	100	33	42	75	36	44	100	37	45	75	32	45	67	32	47
	Mathematics	97	35	51	77	47	54	94	37	55	75	42	57	73	37	59
6	Reading	99	47	53	77	51	54	88	46	53	72	54	54	61	44	56
	Language	100	31	41	80	38	44	88	34	44	77	41	45	61	35	47
	Mathematics	100	42	57	80	45	59	88	50	60	75	51	63	65	39	65
7	Reading	91	50	52	76	47	53	89	51	52	69	55	53	60	58	55
	Language	91	51	52	77	47	54	92	53	54	75	56	55	63	64	58
	Mathematics	91	52	53	75	57	55	92	38	56	74	47	58	67	38	60
8	Reading	100	60	54	81	55	54	79	46	53	66	61	55	73	62	56
	Language	100	45	46	82	46	49	80	42	49	68	55	50	72	59	52
	Mathematics	100	49	52	82	54	54	82	45	56	71	49	58	77	54	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	38	45
Grades 3-4	87	83
Grades 4-5	57	68
Grades 5-6	76	55
Grades 6-7	70	52
Grades 7-8	81	83

*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

Our school follows a zero-tolerance policy of enforcement regarding tobacco, alcohol, drugs and violence. We work closely with students, parents and teachers to develop and implement procedures within a Multi-hazard Safety Plan (a safe school plan that involves multiple levels of policy, procedures, responsibility and accountability). We have also created a series of assemblies in cooperation with the Phoenix Police Department that promote an Officer Friendly school culture.

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 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	\$2,683	\$2,501,029
Classroom Supplies	\$86	\$80,495
Administration	\$399	\$372,340
Support Services-Students	\$300	\$279,848
Other Support Services and Operations	\$639	\$596,112
Total Expenditures- All Categories 2000-2001	\$4,108	\$3,829,824

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	Pamela Eklund	(602) 381-6160	2222
Transportation Policy	Rudy Rivera	(602) 381-6055	6055
Community Resources	Maria Paredes	(602) 381-6000	
School Nutrition Programs	Linda Daugherty	(602) 381-6048	
Parent Organization	Kathy Reagan	(602) 381-6160	
Student Health/Nurse	Rebecca Ronstadt	(602) 381-6160	2229

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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