

Hendrix Junior High School

ARIZONA SCHOOL REPORT CARD 2003-04

1550 W. Summit Place, Chandler, AZ 85224

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Emma Y. Walker
Schedule : 8:00 AM to 4:00 PM
Grades : 7-9
2003 Enrollment : 988
Web Address : www.mpsaz.org/hendrix
Phone Number : (480) 472-3305
Fax Number : (480) 472-3320
E-mail : eywalker@mps.az.org

Mission

The staff at Hendrix Junior High School is committed to providing all students the opportunity to be resourceful, productive and contributing members of society with a commitment to lifelong learning.

School / Academic Goals

- Students will demonstrate increased competencies in writing, reading, and mathematics across the curricula. Skills will be taught and evaluated in classes to increase student achievement. Emphasis is given to interdisciplinary approaches to learning.
- Students will improve organizational and study skills. The 'PRIDE' program will be used to assist students in developing the practical skills needed for success in both academic achievement and good citizenship for lifelong pursuits.

Instructional Programs

- Advanced Placement
- Gifted/ELAD
- Tutoring and Study Skills
- On-site Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 985
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 90

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/14/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Student Discipline/School Safety
- ü Student Achievement/Homework Policies
- ü Parent/Educator Relations/Parent Classes
- ü Curriculum Development
- ü Extracurricular Activities
- ü Student Travel

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	46.60
Other Professional Staff	6.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	11	27	1	0

Shared Responsibilities

School

Hendrix is an invitational school that provides a quality education in a safe, secure environment for all students. We maintain high expectations for student academic and social development. We emphasize home/school partnerships and communications.

Parents

To play an active role in their child's education through support of school policies, programs and activities. They should provide appropriate meals, clothing, and an area for homework to be completed. Communication with teachers/staff is essential.

Resources Available at School Site

Special Facilities

- ü Media Center/Dance Studio
- ü Four Computer Labs

Extracurricular Activities

- ü National Junior Honor Society/Math Club
- ü Band/Orchestra/Chorus/Drama/Dance
- ü Sports Programs
- ü Student Government

Social Services

- ü After School and PRIDE Study Programs
- ü Parenting Assistance/Lunch Programs
- ü Recreational and Academic Activities
- ü Regional Health Facility

Transportation Policy

Busing is provided for all students living more than one and a half miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Math students won 2 state titles, participated in 10 national competitions, and for 2 years, won the Chandler/Gilbert Community College competitions. We have a 7th grade student among winners of District Writing Contest, published in Dist. Anthology.
- ü Hendrix band, choral and orchestra students have received both individual and group honors including invitations to perform at state, regional and national music educator conferences.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Concert Band/Chorus/Orchestra/AMEA Invitation	2003
ü MathCounts Various Local and Regional Titles	2003
ü Math Testing - Various Local and Regional Titles	2003
ü SpiritLine and Athletics - Titles and Honors	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	22	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	4	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	0			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	70	70
Grades 7-8	73	73

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	322	5563	71167	100	98	99	490	480	463	17	24	38	43	41	41	26	23	14	14	13	7
All Students (Prior Year)	328	5251	66213	NA	NA	NA	490	476	459	16	25	39	44	43	40	23	22	14	16	11	7
Female	162	2705	34825	97	98	99	488	480	462	17	22	38	44	43	42	26	24	14	13	11	6
Male	160	2854	36047	103	98	99	492	481	464	17	26	38	42	38	39	25	22	15	16	14	8
African American	16	212	3225	114	100	95	470	450	441	25	47	57	56	36	34	13	13	6	6	4	2
Hispanic	57	1403	23643	108	97	97	487	456	445	18	40	53	44	43	37	24	13	8	14	4	2
Asian/Pacific Islander	10	118	1503	111	100	100	508	499	493	10	17	18	30	35	40	30	25	23	30	22	19
American Indian/Alaskan Native	11	211	5161	92	100	103	482	455	435	18	43	63	45	40	30	27	11	5	9	7	2
White	228	3597	35245	97	98	95	491	490	476	16	17	26	42	41	45	27	27	19	15	16	10
Students with Disabilities	27	537	8095	123	104	104	465	436	426	33	59	69	27	28	25	33	10	5	7	2	1
Students without Disabilities	295	5026	63072	98	98	99	491	483	464	16	22	37	44	41	41	25	24	15	15	13	7
Limited English Proficient Students	NC	306	10317	NC	99	111	NC	430	426	NC	72	72	NC	24	25	NC	3	2	NC	0	1
Migrant Students	--	26	614				--	434	440	--	73	57	--	13	34	--	0	6	--	13	3
Economically Disadvantaged	--	365	17057				--	431	440	--	69	58	--	28	34	--	2	6	--	1	2
Non-Economically Disadvantaged	322	5198	54110				490	483	468	17	21	33	43	42	43	26	24	16	14	13	8

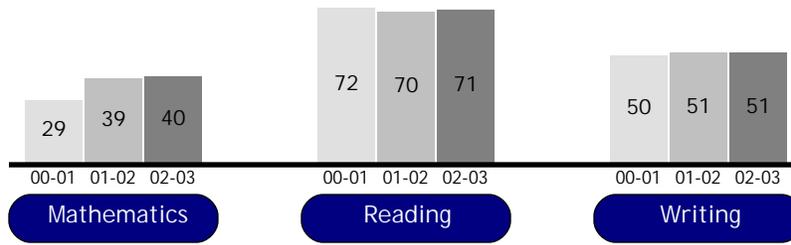
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	321	5561	71100	100	98	99	515	507	502	11	20	25	18	20	21	53	44	40	18	17	15
All Students (Prior Year)	328	5235	66144	NA	NA	NA	521	511	504	8	18	24	22	19	20	48	44	40	22	19	16
Female	164	2708	34801	98	98	99	517	511	505	12	15	21	16	20	22	52	46	42	20	18	15
Male	157	2848	36010	101	98	99	514	503	499	11	24	28	21	19	20	54	41	38	15	16	14
African American	16	213	3219	114	100	95	504	486	486	13	39	38	31	24	24	50	28	31	6	9	7
Hispanic	56	1414	23630	106	97	96	506	486	485	16	34	37	22	27	25	53	33	32	10	6	6
Asian/Pacific Islander	10	118	1509	111	100	100	536	520	522	0	13	12	10	10	14	50	50	46	40	28	28
American Indian/Alaskan Native	11	203	5144	92	97	102	505	485	478	9	40	46	45	20	24	36	35	25	9	5	5
White	228	3589	35198	97	98	95	518	516	515	11	14	15	16	17	18	54	48	47	20	21	21
Students with Disabilities	25	535	8121	114	103	105	498	471	470	36	54	55	14	21	20	36	21	21	14	4	4
Students without Disabilities	296	5026	62979	99	98	99	516	509	503	10	18	23	18	19	21	53	45	41	18	17	15
Limited English Proficient Students	NC	309	10304	NC	100	110	NC	459	462	NC	65	63	NC	35	23	NC	0	13	NC	0	1
Migrant Students	--	26	623				--	488	475	--	36	45	--	29	27	--	29	25	--	7	3
Economically Disadvantaged	--	366	17040				--	464	483	--	61	40	--	26	25	--	12	29	--	1	6
Non-Economically Disadvantaged	321	5195	54060				515	510	507	11	17	20	18	19	20	53	46	43	18	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	314	5441	69001	98	96	96	497	494	490	9	13	17	40	36	37	51	50	45	0	0	1
All Students (Prior Year)	320	5058	63579	NA	NA	NA	500	500	493	7	10	15	42	39	42	50	49	41	1	2	2
Female	162	2667	34086	97	97	97	504	500	496	6	9	13	33	34	36	62	57	51	0	0	1
Male	152	2769	34644	98	95	95	490	487	484	13	18	22	47	39	39	39	43	38	1	0	0
African American	15	204	3115	107	96	92	495	479	478	7	24	25	67	48	44	27	28	31	0	0	0
Hispanic	56	1371	22656	106	94	92	496	476	476	10	26	27	37	43	43	53	31	30	0	0	0
Asian/Pacific Islander	NC	115	1472	NC	97	98	NC	501	507	NC	7	8	NC	32	30	NC	60	60	NC	1	2
American Indian/Alaskan Native	11	198	4940	92	94	98	494	480	469	9	20	34	64	50	43	27	30	23	0	0	0
White	223	3531	34501	95	96	93	497	500	500	9	9	10	38	33	34	52	57	55	0	1	1
Students with Disabilities	23	472	7386	105	91	95	479	466	459	64	37	46	0	44	37	27	19	17	9	1	0
Students without Disabilities	291	4969	61615	97	97	97	498	495	491	7	13	16	41	36	37	52	51	45	0	0	1
Limited English Proficient Students	NC	296	9662	NC	96	104	NC	449	454	NC	53	51	NC	47	40	NC	0	9	NC	0	0
Migrant Students	--	25	590				--	470	466	--	36	35	--	50	43	--	14	22	--	0	0
Economically Disadvantaged	--	360	16383				--	455	472	--	47	30	--	44	43	--	8	26	--	0	0
Non-Economically Disadvantaged	314	5081	52618				497	496	494	9	12	14	40	36	36	51	52	49	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	71	60	53	100	64	53	48	98	70	59	51
	Language	98	70	63	55	100	64	56	51	100	73	62	54
	Mathematics	99	78	71	57	100	72	67	54	99	77	74	58
8	Reading	97	70	62	55	100	66	54	49	98	66	58	53
	Language	97	63	57	50	100	59	51	46	99	62	56	49
	Mathematics	99	74	70	57	100	74	66	54	99	73	69	58
9	Reading	98	57	52	43	100	58	46	37	98	59	50	41
	Language	99	54	53	41	100	54	49	38	98	57	54	42
	Mathematics	98	75	71	59	100	79	71	56	98	82	74	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A school emergency response plan has been implemented. It includes complete instructions for students/staff/parents. Regular practices are held with students/staff and monitored by local authorities. Everyone is required to wear photo identification.

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

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.

Contacts

	Name	Phone Number
School Site Council	Emma Y. Walker	(480) 472-3305
Transportation Policy	Judi Willis	(480) 472-7201
Community Resources	Emma Y. Walker	(480) 472-3305
School Nutrition Programs	Jill Benza	(480) 472-0910
Parent Organization	Karen Johnson	(480) 821-9588
Student Health/Nurse	Carol Peru	(480) 472-3304

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. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards