

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Whispering Wind School

Paradise Valley Unified District  
15844 N. 43rd Street, Phoenix, AZ 85032

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

**Principal:** Mr. Brian Gilchrist  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.pvUSD.k12.az.us](http://www.pvUSD.k12.az.us)  
**E-mail:** [bgilchrist@pvUSD.k12.az.us](mailto:bgilchrist@pvUSD.k12.az.us)

**Grades:** K-6  
**2002 Enrollment:** 565  
**Phone:** (602) 493-6360  
**Fax:** (602) 493-6367

## ∨ School Overview ∨

### Mission

We believe all students are destined for greatness and that all students can learn. It is our mission to ensure that all students realize their highest potential. We will accomplish this mission by dedicating ourselves to the listed Academic Goals: Safe and Orderly Environment; Climate of High Expectations for Success; Instructional Leadership; Clear and Focused Mission; Opportunities to Learn; Frequent Monitoring of Student Progress; Strong Home/School Partnership.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Active, Direct Instruction
- w Parental Partnership

### School/Academic Goals

- w Provide a safe and orderly learning environment. Establish a climate of high expectations for success.
- w Maintain instructional leadership. Have a clear and focused mission.

### Instructional Programs

- w Gifted
- w On-site Special Education
- w Character Counts
- w ELL
- w Assignment Notebooks
- w Blast Off
- w Scoring High
- w Bookworm

- w Provide opportunities for learning with active, direct instruction. Conduct frequent monitoring of student performance.
- w Establish active home-school partnerships.

### Enrollment

October 1, 2001 School Year Student Enrollment:	580
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	76

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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**

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

**Council Duties**

- w Textbook Selection
- w School Safety Issues
- w Curriculum Development
- w Extracurricular Activities
- w School Calendar
- w Prop 301

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	8.00	Teacher Aide	22.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	0	1	0	0
7 to 9 years	3	1	0	0
10 or more years	6	19	0	0

∨ **Shared Responsibilities** ∨

**School**

Establish a basic curriculum in reading, math, language arts, science and social studies that meets the Arizona Academic Standards. Nurture each student's educational experiences in areas of physical education, art, music, library, computers, Spanish and character education. Provide opportunities such as chorus, band, strings, etc. Maintain overall standardized test performance that exceeds state and national norms.

**Parents**

Parents are encouraged to assist their children to perform to the best of their ability each day by addressing the following contributing factors: Proper rest, diet, hygiene and appropriate dress. In addition, parents are expected to follow our homework guidelines and to be active partners with their child's teacher(s). Parents are responsible for making sure their children attend school and are on time.

∨ **Transportation Policy** ∨

All Kindergarten students living more than one-half mile from school will be provided busing transportation to and from school. All students in grades one through six who live more than one mile from school will be provided busing transportation to and from school.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	180	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	5 hrs. 20 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/25/02	1/17/03	3/21/03	5/30/03
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### Additional Calendar/Report Card Information

In addition to these 4 quarterly reports, we provide 4 mid-term reports in grades 3 through 6.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> 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.

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#### Special Facilities

W Computer Lab	W Multimedia Room
W PEACE Room	W Eagle's Nest

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#### Extracurricular Activities

W Student Council	W Band
W Strings	W Cub and Boy Scouts
W Safety Patrol	W Intramural Sports
W Brownies	W Bravo

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#### School/Community Resources

W Before/After School Day Care	W 5th Dimension Kindergarten Enrich.
W Clothing/Food Drives	W WWECare: Crisis Intervention
W Summer School	W Chess Club
W Arizona Youth Girls Softball League	W Eagle 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

- |   |   |
|---|---|
| <p>W Focus on the teaching and learning of the Arizona Academic Standards school-wide.</p> <p>W 5th year of involvement in Character Counts, which focuses on 6 Pillars of Character.</p> | <p>W Continuing classes for Children of Divorce. With parent permission, these eight-week classes provide a support group for children who are experiencing divorce within their family.</p> <p>W Counseling and social worker expertise to families in our community delivered by Social Worker.</p> |
|---|---|

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	16.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Arizona State PTA Teacher of the Year	1996
Teacher Venture Grant	1997
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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>74</b>	<b>551</b>	<b>1%</b>	<b>8%</b>	<b>32%</b>	<b>58%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>74</b>	<b>566</b>	<b>1%</b>	<b>5%</b>	<b>68%</b>	<b>26%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>74</b>	<b>535</b>	<b>3%</b>	<b>20%</b>	<b>34%</b>	<b>43%</b>
	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

<b>Reading</b>	<b>School</b>	<b>83</b>	<b>524</b>	<b>7%</b>	<b>7%</b>	<b>47%</b>	<b>39%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>82</b>	<b>560</b>	<b>2%</b>	<b>10%</b>	<b>48%</b>	<b>40%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>83</b>	<b>554</b>	<b>1%</b>	<b>12%</b>	<b>10%</b>	<b>77%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	83	78	60	--	--	--
2	Reading	--	--	--	96	76	50	97	70	52	83	67	53	80	69	57
	Language	--	--	--	100	64	40	99	62	43	86	63	44	86	69	48
	Mathematics	--	--	--	98	75	51	98	66	55	83	67	57	80	77	61
3	Reading	99	72	47	92	69	47	97	71	48	91	69	50	81	72	50
	Language	100	77	49	95	75	51	98	78	54	89	76	56	85	75	57
	Mathematics	99	71	46	92	73	49	97	64	52	91	63	54	83	66	56
4	Reading	96	77	53	94	80	54	85	84	54	87	87	55	82	81	55
	Language	96	69	47	92	71	49	83	81	48	85	77	50	82	78	50
	Mathematics	95	74	51	91	80	54	83	88	55	87	83	57	83	80	58
5	Reading	93	70	51	92	75	51	88	80	51	79	79	51	85	83	53
	Language	93	61	42	90	71	44	91	74	45	81	78	45	80	78	47
	Mathematics	93	74	51	91	85	54	87	86	55	81	88	57	82	89	59
6	Reading	95	72	53	89	80	54	88	80	53	87	84	54	74	80	56
	Language	99	58	41	90	74	44	91	76	44	89	80	45	78	79	47
	Mathematics	98	74	57	87	82	59	90	84	60	87	88	63	75	89	65

## ∨ 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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>80</b>	<b>65</b>
<b>Grades 3-4</b>	<b>93</b>	<b>87</b>
<b>Grades 4-5</b>	<b>69</b>	<b>88</b>
<b>Grades 5-6</b>	<b>81</b>	<b>68</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*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

We are Focusing on Character using the format from the Character Counts Program. This program focuses on Six Pillars of Character--Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Each pillar has several traits. Students are expected to learn, understand and apply both the pillars of character and their traits.

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	\$3,428	\$1,982,321
Classroom Supplies	\$19	\$11,080
Administration	\$351	\$202,719
Support Services-Students	\$298	\$172,521
Other Support Services and Operations	\$715	\$413,301
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,811</b>	<b>\$2,781,942</b>

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
<b>School Site Council</b>	Brian T. Gilchrist	(602) 493-6360	
<b>Transportation Policy</b>	Jeffery Cook	(602) 493-6320	
<b>Community Resources</b>	Mary Albrektsen	(602) 493-6360	
<b>School Nutrition Programs</b>	Kathy Glindmeier	(602) 493-6330	
<b>Parent Organization</b>	Carol Branning	(602) 493-6360	
<b>Student Health/Nurse</b>	Gleniss Sundheimer	(602) 493-6360	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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