

Explorer Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

22401 N. 40th Street, Phoenix, AZ 85050

Paradise Valley 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. Jean Scharrer
Schedule : 8:00 AM to 4:30 PM
Grades : 7-8
2003 Enrollment : 600
Web Address :
Phone Number : (480) 419-5600
Fax Number : (480) 419-5608
E-mail : jscharrer@pvusd.k12.az.us

Mission

The Explorer Middle School community believes in the worthiness of each individual, a safe environment which fosters positive citizenship, and a commitment to preparing middle school students to become productive members of the 21st Century.

School / Academic Goals

- ü The Explorer staff and administration will work to develop a collaborative process which will directly impact the improvement of student achievement.
- ü The Explorer staff will review and evaluate the current testing procedures and preparation steps in the delivery of the state-mandated tests.

Instructional Programs

- ü Honors English
- ü Inclusion Special Education
- ü LD Resource
- ü Self-Contained LD

Enrollment

October 1, 2002 School Year Student Enrollment : 619
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 15

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/18/2003
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

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

Council Duties

- ü School Safety Issues
- ü Parent/Educator Relations
- ü Instructional Strategies
- ü Textbook Selection
- ü Student Discipline
- ü School District Budget Allocation

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	27.50
Other Professional Staff	4.50	Teacher Aide	2.00

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

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

Shared Responsibilities

School

Explorer is dedicated to the education of pre-adolescent students. We have explored ways to serve their needs and created a campus that is a safe and healthy place for learning. We are effective in preparing students for higher levels of achievement.

Parents

The staff at Explorer Middle School recognizes the role parents play in the education of their children. Our school's idea for academic excellence can only be realized with the support of the parent community.

Resources Available at School Site

Special Facilities

- ü Four Computer Labs
- ü One Media Studio

Extracurricular Activities

- ü Performing Arts
- ü Academic Clubs
- ü Sports
- ü Community Service Projects

Social Services

- ü Afterschool Program
- ü Crisis Intervention
- ü Counseling Services
- ü Recreational Activities

Transportation Policy

At the middle school level, students must live more than one and one-half miles from school to be eligible for transportation. Parent-signed permission slips are required for student participation on field trips.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Implementation of the Internet into classroom lessons.

- ü Implementation of the student citizenship program, Make Your Day.

School Honors

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

Award/Honor	Year
ü Intel Teach to the Future: Master Teacher and Grant	2000
ü Silver Apple Award Nominee	2001
ü Contributor to the National Math Textbooks	2002
ü National Board Certified Teacher	2002

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	11	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	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	53	75
Grades 7-8	76	55

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	319	2739	71167	99	99	99	485	477	463	17	25	38	52	45	41	22	19	14	9	11	7
All Students (Prior Year)	502	2556	66213	NA	NA	NA	471	475	459	26	26	39	49	44	40	20	19	14	5	10	7
Female	178	1336	34825	101	100	99	481	474	462	18	26	38	52	48	42	22	17	14	8	9	6
Male	140	1383	36047	96	97	99	489	481	464	15	25	38	52	41	39	22	20	15	11	14	8
African American	NC	65	3225	NC	96	95	NC	457	441	NC	47	57	NC	38	34	NC	10	6	NC	5	2
Hispanic	19	390	23643	95	99	97	493	445	445	6	51	53	63	39	37	25	7	8	6	3	2
Asian/Pacific Islander	NC	65	1503	NC	100	100	NC	493	493	NC	23	18	NC	37	40	NC	18	23	NC	22	19
American Indian/Alaskan Native	NC	36	5161	NC	100	103	NC	450	435	NC	45	63	NC	52	30	NC	0	5	NC	3	2
White	287	2156	35245	99	98	95	483	482	476	17	21	26	51	46	45	22	21	19	9	12	10
Students with Disabilities	26	289	8095	87	92	104	439	432	426	75	65	69	17	28	25	0	4	5	8	2	1
Students without Disabilities	293	2450	63072	100	100	99	487	480	464	14	23	37	53	45	41	23	19	15	9	12	7
Limited English Proficient Students	NC	199	10317	NC	107	111	NC	415	426	NC	84	72	NC	13	25	NC	3	2	NC	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	98	17057				--	426	440	--	75	58	--	25	34	--	0	6	--	0	2
Non-Economically Disadvantaged	319	2641	54110				485	479	468	17	24	33	52	45	43	22	19	16	9	12	8

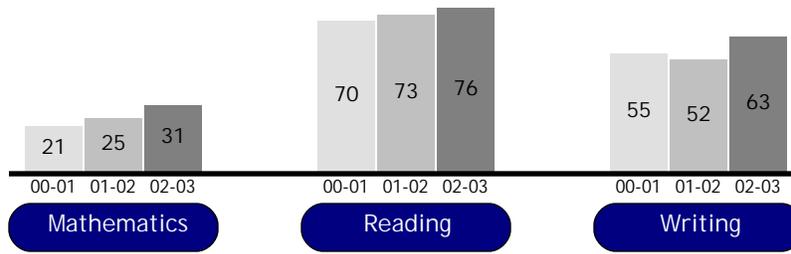
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	316	2728	71100	98	99	99	525	516	502	8	14	25	15	18	21	50	46	40	26	22	15
All Students (Prior Year)	501	2557	66144	NA	NA	NA	519	517	504	13	13	24	15	17	20	50	48	40	23	22	16
Female	176	1318	34801	100	98	99	525	517	505	9	12	21	14	19	22	49	48	42	28	22	15
Male	139	1386	36010	95	97	99	523	515	499	7	16	28	17	17	20	52	45	38	24	22	14
African American	NC	66	3219	NC	97	95	NC	498	486	NC	31	38	NC	22	24	NC	37	31	NC	10	7
Hispanic	19	387	23630	95	98	96	519	491	485	6	33	37	19	25	25	63	33	32	13	9	6
Asian/Pacific Islander	NC	64	1509	NC	98	100	NC	533	522	NC	8	12	NC	14	14	NC	41	46	NC	37	28
American Indian/Alaskan Native	NC	34	5144	NC	94	102	NC	495	478	NC	11	46	NC	48	24	NC	37	25	NC	4	5
White	284	2133	35198	98	97	95	524	520	515	8	11	15	15	17	18	50	49	47	26	24	21
Students with Disabilities	26	288	8121	87	92	105	491	477	470	50	54	55	0	20	20	38	24	21	13	3	4
Students without Disabilities	290	2440	62979	99	100	99	525	518	503	7	12	23	16	18	21	51	47	41	27	23	15
Limited English Proficient Students	NC	196	10304	NC	105	110	NC	458	462	NC	69	63	NC	20	23	NC	11	13	NC	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	93	17040				--	471	483	--	57	40	--	24	25	--	16	29	--	3	6
Non-Economically Disadvantaged	316	2635	54060				525	517	507	8	13	20	15	18	20	50	47	43	26	22	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	315	2662	69001	98	96	96	506	498	490	5	11	17	32	35	37	62	54	45	1	1	1
All Students (Prior Year)	497	2514	63579	NA	NA	NA	500	502	493	9	9	15	38	38	42	50	50	41	2	3	2
Female	175	1295	34086	99	97	97	509	503	496	6	7	13	25	32	36	68	60	51	1	1	1
Male	139	1348	34644	95	95	95	502	493	484	4	14	22	41	37	39	55	49	38	0	0	0
African American	NC	61	3115	NC	90	92	NC	486	478	NC	25	25	NC	20	44	NC	55	31	NC	0	0
Hispanic	19	370	22656	95	94	92	512	475	476	0	27	27	31	41	43	69	31	30	0	0	0
Asian/Pacific Islander	NC	63	1472	NC	97	98	NC	512	507	NC	5	8	NC	26	30	NC	67	60	NC	2	2
American Indian/Alaskan Native	NC	33	4940	NC	92	98	NC	486	469	NC	8	34	NC	52	43	NC	40	23	NC	0	0
White	284	2090	34501	98	95	93	505	501	500	5	8	10	33	34	34	62	57	55	0	1	1
Students with Disabilities	26	266	7386	87	85	95	474	459	459	15	41	46	62	46	37	23	13	17	0	0	0
Students without Disabilities	289	2396	61615	99	98	97	508	500	491	5	9	16	31	34	37	64	56	45	1	1	1
Limited English Proficient Students	NC	179	9662	NC	96	104	NC	445	454	NC	61	51	NC	33	40	NC	6	9	NC	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	93	16383				--	453	472	--	50	30	--	42	43	--	8	26	--	0	0
Non-Economically Disadvantaged	315	2569	52618				506	499	494	5	10	14	32	34	36	62	55	49	1	1	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	97	65	64	53	99	62	60	48	96	65	60	51
	Language	98	67	66	55	99	66	66	51	98	77	64	54
	Mathematics	97	67	69	57	99	63	66	54	100	76	70	58
8	Reading	97	67	64	55	100	62	59	49	98	68	60	53
	Language	98	67	62	50	100	61	59	46	99	72	59	49
	Mathematics	98	67	68	57	100	65	64	54	99	72	67	58

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

Explorer School has developed a schoolwide emergency crisis management plan. This plan is designed to have in place a program that ensures the safety of students and staff.

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

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	Jean Scharrer	(480) 419-5600
Transportation Policy	Robert Allen	(480) 419-5600
Community Resources	Sally Hothem	(480) 419-5600
School Nutrition Programs	Judy Wyatt	(480) 419-5607
Parent Organization	Pam Ernst	(480) 419-5600
Student Health/Nurse	Bridgette Trombley	(480) 419-5600

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