



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

21221 S Val Vista Rd, Chandler, AZ 85249

Chandler 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 (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Dana Coughlin
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 830
 Web Address : ww2.chandler/K12.az.us/schools/weinberg-elem/
 Phone Number : (480) 812-7500
 Fax Number : (480) 812-7520
 E-mail : coughlin.dana@chandler.k12.az.us

Mission

Weinberg Elementary School is committed to providing each student with an opportunity to receive a quality education in a safe environment. We believe that all children can learn and be successful with the combined support of parents and the school.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students in kindergarten through sixth grades will meet the Arizona Academic Standards in language as measured by district testing grades K-sixth, and AIMS testing in grades three through six.
- ü Students in kindergarten through sixth grades will meet the Arizona Academic Standards in math as measured by district testing grades K-sixth, and AIMS testing in grades three through six.
- ü Students in kindergarten through sixth grades will meet the Arizona Academic Standards in reading as measured by district testing grades K-sixth, and AIMS testing in grades three through six.

Enrollment

October 1, 2003 School Year Student Enrollment : 855
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 19

Instructional Programs

- Ü On-site Special Education
- Ü Full Day Kindergarten Program
- Ü Technology
- Ü Character Counts Program
- Ü After-School Tutoring Grades 2 & 6
- Ü Junior Achievement Program
- Ü K-2 Consultative Gifted Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Weinberg Elementary is responsible for providing a safe learning environment; setting and maintaining high academic standards; setting goals and expectations for students; distributing policies; and maintaining regular home/school communication.

Parents

Weinberg parents are considered partners in the educational process. Parent responsibilities include ensuring student attendance; supporting school policies which include homework guidelines, behavior/dress codes; and transportation guidelines.

Transportation Policy

Weinberg is located in the southeastern area of Chandler. The school boundaries cover a 18-square mile area. To ensure the safety of all, students must comply with the district Safe Student Transportation program.

School Honors

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

Award/Honor	Year
Ü Battle of the Books District Champion	2004
Ü Artist in Residence Grant	2004
Ü Silver Apple Recipient	2004
Ü CEF 100% Awareness Grant	2004

3rd 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	134	2220	75509	100	100	100	527	531	521	8	8	13	19	19	23	46	37	33	27	36	31
All Students (Prior Year)	115	2034	75372	100	98	100	535	529	523	4	7	9	26	20	25	35	39	36	35	34	30
Female	74	1107	37013	100	100	100	524	534	522	8	7	12	22	19	24	46	38	33	25	37	31
Male	60	1113	38430	100	99	99	530	528	521	9	9	14	16	20	22	45	36	33	29	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	22	705	30486	96	100	99	483	510	505	33	14	18	27	29	29	40	37	32	0	20	21
Asian/Pacific Islander	--	124	1780	--	100	98	--	557	549	--	4	5	--	9	13	--	31	33	--	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	107	1232	35192	100	99	99	534	541	534	4	5	8	19	15	19	46	37	35	31	43	39
Students with Disabilities	13	252	9708	100	100	100	548	508	489	0	15	32	40	33	27	20	29	24	40	23	17
Students without Disabilities	121	1968	65801	100	99	98	526	533	525	9	7	11	18	18	23	47	38	34	26	37	33
Limited English Proficient Students	11	259	16928	69	63	100	467	470	485	50	37	29	25	37	33	25	22	26	0	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	17	689	36411				497	508	503	29	15	19	29	30	29	36	35	32	7	20	20
Non-Economically Disadvantaged	117	1531	39040				531	540	534	6	5	8	18	15	19	47	38	34	29	42	39

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	134	2224	75492	100	100	100	526	526	519	8	8	12	14	14	16	50	50	47	28	29	24
All Students (Prior Year)	116	2040	75221	100	98	100	525	529	523	4	5	8	15	12	16	58	57	56	23	25	21
Female	74	1107	37014	100	100	100	530	531	523	5	5	10	17	12	15	46	48	48	32	35	27
Male	60	1117	38400	100	100	99	521	521	516	11	11	14	11	15	17	56	52	47	22	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	22	708	30438	96	100	99	496	510	508	20	14	17	40	22	21	40	49	47	0	15	15
Asian/Pacific Islander	--	124	1773	--	100	98	--	536	534	--	4	4	--	11	10	--	49	50	--	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	107	1233	35177	100	99	99	531	534	528	5	5	8	11	9	13	51	50	49	33	35	31
Students with Disabilities	13	254	9707	100	100	100	540	513	495	0	14	33	0	25	21	60	43	33	40	19	13
Students without Disabilities	121	1970	65785	100	99	98	525	527	522	8	7	10	15	13	16	50	50	49	27	29	26
Limited English Proficient Students	11	259	16905	69	63	100	471	477	489	50	44	34	50	36	28	0	20	32	0	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	17	690	36302				511	509	507	15	15	18	31	22	21	38	49	46	15	14	14
Non-Economically Disadvantaged	117	1534	39164				528	532	528	7	5	8	12	10	13	52	50	48	29	34	31

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	134	2206	75053	100	99	99	641	618	597	3	4	7	6	8	12	75	77	72	17	11	9
All Students (Prior Year)	115	2003	73654	100	96	99	528	540	530	4	6	9	17	10	13	75	74	70	3	10	7
Female	74	1102	36872	100	100	99	648	642	621	2	1	5	8	6	9	71	79	74	20	14	12
Male	60	1104	38109	100	98	99	632	594	573	4	7	10	4	10	14	80	75	69	13	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	22	694	30235	96	99	98	604	582	575	0	6	9	13	13	14	73	75	70	13	6	6
Asian/Pacific Islander	--	124	1768	--	100	98	--	654	651	--	4	3	--	2	5	--	79	72	--	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	107	1230	35028	100	99	99	654	635	613	1	3	6	5	6	10	76	78	73	18	13	11
Students with Disabilities	13	251	9625	100	100	100	600	555	530	17	18	21	0	18	21	67	57	55	17	7	4
Students without Disabilities	121	1955	65428	100	99	98	643	623	604	2	3	6	6	7	11	75	78	73	17	11	10
Limited English Proficient Students	11	253	16765	69	62	100	591	527	525	0	12	17	25	22	20	50	63	60	25	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	17	680	36077				617	580	566	0	4	10	14	13	16	71	77	69	14	5	5
Non-Economically Disadvantaged	117	1526	38950				644	633	618	3	4	5	5	6	9	75	77	73	17	13	12

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

5th 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	129	2175	76019	100	99	100	515	510	499	6	9	14	33	33	39	20	16	14	41	42	33
All Students (Prior Year)	105	2101	76230	99	99	100	506	510	498	12	8	12	29	33	38	10	15	12	49	45	37
Female	58	1073	37207	100	99	100	514	511	499	4	7	12	41	36	41	16	17	14	39	40	33
Male	71	1099	38677	100	99	100	516	509	498	8	12	15	27	31	38	23	14	13	42	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	28	640	29458	100	98	100	485	483	480	11	18	20	53	47	48	21	13	12	16	22	20
Asian/Pacific Islander	--	98	1673	--	100	99	--	542	531	--	4	4	--	22	29	--	12	14	--	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	98	1257	35880	100	99	100	522	522	515	6	5	7	29	28	32	20	17	16	46	51	45
Students with Disabilities	15	268	9786	100	100	100	480	477	457	50	26	39	0	41	40	0	7	7	50	25	13
Students without Disabilities	114	1907	66233	100	99	99	516	513	503	6	8	11	34	33	39	20	16	14	40	43	35
Limited English Proficient Students	11	220	15206	92	73	100	421	442	459	50	44	31	50	48	53	0	5	7	0	3	9
Migrant Students	NC	37	745				NC	471	473	NC	19	22	NC	63	53	NC	15	11	NC	4	15
Economically Disadvantaged	22	642	35714				482	482	480	20	19	20	53	46	47	7	11	12	20	23	20
Non-Economically Disadvantaged	107	1533	40266				520	520	513	4	6	9	30	29	33	22	17	15	44	49	43

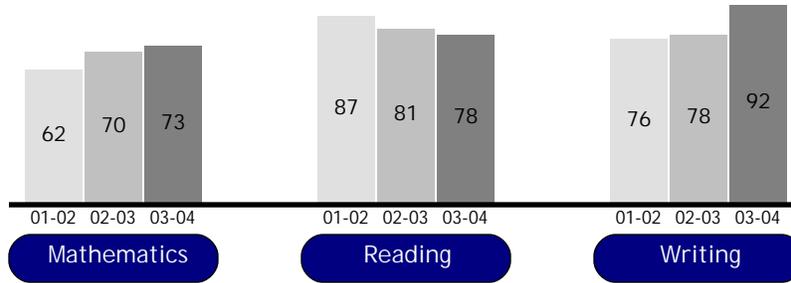
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	2174	76020	100	99	100	505	506	503	15	22	25	21	20	23	55	43	40	9	14	12
All Students (Prior Year)	105	2096	76202	99	99	100	505	509	505	16	13	19	23	22	24	47	52	46	14	13	11
Female	58	1073	37213	100	99	100	503	507	504	10	18	22	29	23	23	53	44	42	8	15	13
Male	71	1098	38666	100	99	100	507	504	501	18	26	29	15	18	22	57	42	38	10	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	28	639	29442	100	98	99	496	491	494	21	45	37	47	23	26	32	27	31	0	5	6
Asian/Pacific Islander	--	97	1672	--	100	99	--	521	513	--	9	12	--	10	19	--	58	49	--	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	98	1258	35890	100	99	100	507	512	511	13	12	15	16	19	20	60	50	48	11	19	18
Students with Disabilities	15	268	9784	100	100	100	511	493	485	0	47	58	0	18	19	100	27	19	0	8	4
Students without Disabilities	114	1906	66236	100	99	99	505	507	504	15	20	23	21	21	23	55	44	42	9	15	13
Limited English Proficient Students	11	219	15198	92	73	100	481	472	483	50	88	59	50	7	25	0	4	14	0	0	1
Migrant Students	NC	37	743				NC	480	488	NC	73	50	NC	19	28	NC	8	19	NC	0	3
Economically Disadvantaged	22	640	35703				493	491	494	33	44	37	33	24	26	27	28	31	7	4	6
Non-Economically Disadvantaged	107	1534	40274				507	511	509	12	14	17	19	19	20	60	49	47	9	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	129	2165	75673	100	99	100	533	544	530	6	7	12	23	23	25	71	65	58	0	4	4
All Students (Prior Year)	101	2069	74692	95	98	99	505	514	502	11	11	18	34	24	27	50	55	47	5	10	8
Female	58	1070	37099	100	99	100	536	563	548	6	4	8	24	21	22	69	69	64	0	6	6
Male	71	1092	38441	100	99	99	532	525	513	6	10	16	21	26	29	73	61	52	0	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	28	638	29305	100	98	99	507	507	507	5	15	16	37	30	31	58	54	51	0	1	2
Asian/Pacific Islander	--	98	1665	--	100	99	--	590	573	--	3	6	--	14	16	--	72	67	--	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	98	1250	35760	100	98	99	539	558	550	7	4	9	20	20	21	73	70	64	0	5	6
Students with Disabilities	15	267	9706	100	100	100	496	500	462	0	14	36	50	39	32	50	44	31	0	2	1
Students without Disabilities	114	1898	65967	100	98	99	534	548	536	6	7	10	22	22	25	72	67	60	0	5	5
Limited English Proficient Students	11	218	15115	92	72	100	481	455	471	0	27	26	50	46	38	50	25	35	0	1	1
Migrant Students	NC	37	738				NC	453	488	NC	37	23	NC	30	33	NC	33	43	NC	0	1
Economically Disadvantaged	22	637	35541				496	508	504	13	13	17	47	32	31	40	53	50	0	2	2
Non-Economically Disadvantaged	107	1528	40091				539	558	550	5	5	9	19	20	21	76	69	64	0	5	6

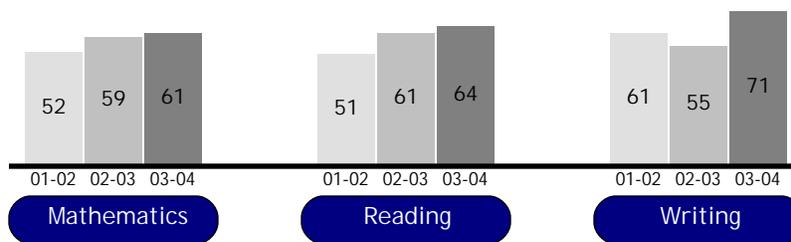
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	51	53	44	99	59	57	50	93	63	NA	58
	Language	90	49	50	39	99	54	53	43	100	54	58	50
	Mathematics	90	67	63	52	100	72	63	57	100	72	71	64
3	Reading	94	46	51	43	99	51	56	47	99	63	NA	55
	Language	93	56	57	50	100	66	63	54	99	66	66	61
	Mathematics	94	55	56	50	99	57	61	54	98	63	66	61
4	Reading	92	55	56	47	95	63	60	52	100	64	NA	56
	Language	92	54	53	45	100	52	54	48	100	59	59	52
	Mathematics	89	60	59	52	100	60	61	57	100	69	68	61
5	Reading	93	46	54	46	97	52	58	50	100	63	NA	55
	Language	92	51	50	43	99	56	54	46	100	62	56	49
	Mathematics	93	58	60	54	100	59	65	57	100	70	69	63
6	Reading	94	51	57	49	98	61	59	53	98	66	NA	56
	Language	93	39	51	42	98	50	52	45	99	55	57	48
	Mathematics	93	61	65	58	100	64	68	62	99	71	74	66

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 Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Instructional Strategies/Programs
- Ü Curriculum Development
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	2.30	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	0	2	0	0
10 or more years	4	19	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	68
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Multimedia Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Girls & Boys Basketball (Grade 6)
- Ü Battle of the Books
- Ü Literacy Club Grade 1
- Ü Young Rembrandts
- Ü Choir
- Ü Art Masterpiece Program
- Ü Running Club

Social Services

- Ü Breakfast/Lunch Programs
- Ü Champions Before/After School Program
- Ü Clothing/Food Drives
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü On the 2003-2004 AIMS test grades three and five increased the percent of students meeting or exceeding the state standards in reading.
- ü On the 2003-04 Stanford 9, grades two through six exceeded the AZ state percentile in reading; grades two through six met or exceeded the AZ state percentile in language; and grades two through six exceeded the AZ state percentile in math.
- ü On the 2003-2004 AIMS test grades three and five increased the percent of students meeting or exceeding the state standards in writing.
- ü On the 2003-2004 AIMS test grades three and five increased the percent of students meeting the state standards in mathematics.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	51	43
Grades 3-4	81	71
Grades 4-5	51	73
Grades 5-6	76	71

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

Weinberg School provides a safe and orderly learning environment. The following procedures are practiced: emergency drills, identification badges, staff carry two-way radios, visitors sign-in, regular visits from the district safety officer, sixth grade safety patrol and each class has a crisis manual.

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	Dana Coughlin	(480) 812-7500
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Michele Dussault	(480) 812-7500
School Nutrition Programs	Joanne Johnson	(480) 812-7504
Parent Organization	Rebecca Reitzel	(480) 812-7500
Student Health/Nurse	Carolina Marquez-DeVries	(480) 812-7502

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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at 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.

3 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.