ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile[1]:

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

Mountain View Elementary School

Washington Elementary District
1502 W. Mountain View Road, Phoenix, AZ 85021-2158

Principal: Mr. Joseph Negron
Schedule: 7:30 AM to 3:30 PM
Web Address: www.wesd.k12.az.us
E-mail: jnegron@mv.wesd.k12.az.us

Grades: K-6
2002 Enrollment: 1144
Phone: (602) 347-4100
Fax: (602) 347-4120

School Overview

Mission

The Mountain View educational community endeavors to promote pride in self, school and community, and foster positive attitudes and a desire to excel in learning as a lifelong process.

Organization and Philosophy

- K-6 Elementary School
- Year-round School
- Programs for ELL Students
- Educational Enrichment Through the Arts

Instructional Programs

- Comprehensive Curriculum
- Drug/Alcohol/Tobacco Prevention Programs
- Programs for English Language Learners
- Gifted Program
- Technology Programs
- Schoolwide Title I
- Band/Strings/Chorus
- Afterschool and Intersession Programs

School/Academic Goals

- To initiate the implementation of the renewed Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- To continue the impelementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- To design and implement research-based teaching strategies in the area of literacy.

Enrollment

October 1, 2001 School Year Student Enrollment:	1137
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	11

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

[2] Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

v School Site Council v

Council Composition

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

Council Duties

w To Facilitate School Improvement
w To Address Short-term Needs
w To Develop Increased Communication
w To Facilitate Budget Development
w To Engage in Team Growth
w To Facilitate Staff Selection

v Staffing Information v

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

Position	Number	Position	Number
Administrator	2.00	**Teacher**	65.50
Other Professional Staff	5.00	**Teacher Aide**	21.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

	Degree			
Experience	**Bachelor's**	**Master's**	**Doctorate**	**Other**
3 or fewer years	19	5	0	0
4 to 6 years	8	5	0	0
7 to 9 years	3	4	0	0
10 or more years	1	21	0	0

v Shared Responsibilities v

School

Mountain View School is committed to providing an environment in which all children can learn and where decisions are made in the best interest of children. We will uniquely exhibit the following qualities: A positive, productive, safe environment; Supportive, consistent leadership;
Focused, effective instructional practices; Consistent, systematic monitoring of student progress; A parent and community service orientation; and Opportunities for professional and personal development.

Parents

Parents' responsibilities should include providing a time and place for the child to do homework; demonstrating respect for learning and the teaching role of the school; getting to know the child's teacher; knowing what the child has learned each day; praising the child's efforts; working collaboratively with the school; supporting the discipline and prevention programs and ensuring the child is present each day, ready to learn.

v Transportation Policy v

The safe transportation of students to and from school is the primary function of the transportation department. Bus riding is a privilege extended to students through board policy. Students are to conduct themselves while on the bus, before boarding the bus and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform with all policies and regulations relating to conduct on school buses.

v Calendar Information v

Number of Instruction Days:	177	**First Day of School:**	7/22/02
Average Daily Instruction Time:	6 hrs. 5 min.	**Last Day of School:**	6/6/03

Operates on Year-round Schedule

Report Card Release Dates

9/27/02 12/20/02 3/14/03 6/6/03

Additional Calendar/Report Card Information

v Resources Available at School Site v

Nutrition Programs

Federal food programs available to eligible[3] students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

[3] Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- w Art/Music/PE Facilities
- w Library/Media Center
- w Computer/Technology Lab
- w Multipurpose Facility

Extracurricular Activities

- w Student Council
- w Computer Club
- w Sixth Grade Yearbook
- w Monthly Family Fun Activities
- w Boys and Girls Basketball
- w Afterschool Classes
- w Afterschool Clubs
- w Peer Mediation

School/Community Resources

- w Clothing/Food Banks
- w Social Worker
- w Counseling Services
- w Phoenix Hot Spots Extended Day Care
- w Breakfast Program
- w Health Services
- w Adult Education
- w Soccer League

v Indicators of Success v

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- Conducted and attended activities to design, develop, and implement selected research-based instructional practices for teaching literacy.
- Designed an organizational structure (Literacy Teams) to provide the support necessary for implementing a training plan to ensure effective literacy instruction in the classroom.
- Conducted activities to train staff about the use of identified research-based instructional practices for literacy.

Student Information: 2001-02 Student Activity Rates

	School	Arizona K-6	Arizona 7-8	Arizona 9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	24.0 %	19.6 %	19.5 %	20.5 %
Transfers In [5]**: Within District**	4.3 %	2.7 %	2.2 %	2.0 %
Transfers In [5]**: Out-of-District**	8.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	99.1 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	0.9 %	1.5 %	2.1 %	5.2 %
Dropout Rate [8]	NA			9.5 %
Status Unknown [9]	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

4 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

5 Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

v School Honors v

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
WESD Lamp of Learning Awards	2002
Strengthening Families Grant (Project SOAR)	2000
Starbucks/Book PALS Grant	2001
Extended Strengthening Families Grant (Project SOAR)	2001

V Academic Achievement Indicators V

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results[1], 2001-02

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 3

		Number Tested	MS	FFB	A	M	E
Reading	**School**	**101**	**502**	**21%**	**22%**	**46%**	**12%**
	State	58840	524	9%	17%	45%	29%
Writing	**School**	**99**	**510**	**18%**	**27%**	**49%**	**5%**
	State	57282	541	10%	12%	63%	16%
Mathematics	**School**	**101**	**484**	**24%**	**44%**	**27%**	**6%**
	State	59030	517	11%	27%	35%	27%

Grade 5

Reading	**School**	**84**	**492**	**36%**	**20%**	**37%**	**7%**
	State	61305	505	21%	20%	43%	15%
Writing	**School**	**84**	**474**	**33%**	**36%**	**31%**	**0%**
	State	59599	512	17%	26%	42%	16%
Mathematics	**School**	**83**	**459**	**29%**	**54%**	**4%**	**13%**
	State	61760	494	14%	40%	12%	34%

[1]Results reflect student performance on the English form of AIMS.
[2]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."

V Mathematics Education and AIMS V

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**.

V Academic Achievement Indicators V

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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	**Content Area**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**
1	Reading	--	--	--	--	--	--	--	--	--	29	31	60	--	--	--
2	Reading	--	--	--	63	26	50	47	27	52	29	28	53	25	28	57
	Language	--	--	--	67	19	40	56	16	43	33	21	44	27	17	48
	Mathematics	--	--	--	66	20	51	51	25	55	33	26	57	28	26	61
3	Reading	59	32	47	94	30	47	46	33	48	48	26	50	55	25	50
	Language	59	40	49	95	32	51	52	37	54	48	33	56	55	30	57
	Mathematics	59	28	46	95	22	49	52	29	52	49	26	54	55	26	56
4	Reading	65	26	53	100	28	54	75	33	54	61	30	55	54	22	55
	Language	69	28	47	100	28	49	77	34	48	71	30	50	57	23	50
	Mathematics	72	25	51	100	25	54	82	32	55	72	30	57	56	23	58
5	Reading	83	27	51	88	24	51	72	28	51	76	31	51	48	33	53
	Language	79	19	42	99	21	44	72	22	45	77	28	45	50	29	47
	Mathematics	79	32	51	100	27	54	81	30	55	80	32	57	49	34	59
6	Reading	89	29	53	100	26	54	76	28	53	76	30	54	57	39	56
	Language	95	17	41	100	18	44	83	19	44	75	24	45	60	28	47
	Mathematics	95	27	57	100	28	59	82	38	60	78	35	63	60	38	65

V Measure of Academic Progress V

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[9] or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

[9] Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	**89**	**65**
Grades 3-4	**78**	**74**
Grades 4-5	**58**	**76**
Grades 5-6	**76**	**81**
Grades 6-7	*******	*******

*Less than 10 students matched **No information available ***Not applicable

V School Safety V

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

Each school within the WESD has crisis management guidelines and a comprehensive safety plan designed to inform staff and students of what to do in the event of a crisis or an emergency. The plans contain vital information necessary to help in emergency situations from Africanized bees to bomb threats. Each school has a Crisis Response team that is trained annually and can be mobilized in the event of an emergency to help provide information and assistance to students, staff, and families.

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). **3**

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	$2,918	$3,286,633
Classroom Supplies	$31	$34,762
Administration	$351	$394,855
Support Services-Students	$222	$249,876
Other Support Services and Operations	$485	$545,905
Total Expenditures- All Categories 2000-2001	$4,006	$4,512,031

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.
* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)
**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Lynn Smith	(602) 347-4190	
Transportation Policy	Bob Allen	(602) 347-5270	
Community Resources	Nedda Shafir	(602) 347-2669	
School Nutrition Programs	Dave Caldwell	(602) 896-6803	
Parent Organization	Leona Drew	(602) 347-4154	
Student Health/Nurse	Terri Smith	(602) 347-4110	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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