

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Griffith Elementary School

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

Balsz Elementary District  
4505 E. Palm Lane, Phoenix, AZ 85008-4123

**Principal:** Mrs. Mary Ruddy  
**Schedule:** 7:00 AM to 4:30 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** Unpublished or Unavailable

**Grades:** K-8  
**2002 Enrollment:** 794  
**Phone:** (602) 629-6700  
**Fax:** (602) 629-6704

## ∨ School Overview ∨

### Mission

The mission of Griffith School is to provide a creative, challenging, motivating and caring environment where all students can acquire skills and knowledge for lifelong learning. All students will learn to be productive, responsible and culturally enriched citizens through the cooperative efforts of a professional, self-renewing staff, an involved family and a supportive community.

### Organization and Philosophy

- w Self-contained Classrooms, K-6
- w Departmentalized Classrooms, 7-8
- w Full Inclusion Model
- w Performance-based Instruction/Assessment

### School/Academic Goals

- w To increase student achievement in the areas of reading, writing and mathematics through the implementation of research-based practices.
- w To provide ongoing assessment of student performance.
- w To provide high quality professional development for staff in order to effectively implement programs.
- w To provide home-school connections and opportunities for parental input.

### Instructional Programs

- w Full-day Kindergarten
- w Gifted Program
- w On-site Special Education
- w ESL
- w At-risk Preschool
- w Special Education Preschool
- w Computer-Assisted Instruction
- w Music/Art/PE

### Enrollment

October 1, 2001 School Year Student Enrollment:	825
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	28

<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**

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

**Council Duties**

- W Curriculum Development
- W Technology Applications and Needs
- W School Safety Issues
- W Extracurricular Activities
- W Parent/Educator Relations
- W Instructional Programs

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	12.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	5	3	0	0
7 to 9 years	5	3	0	0
10 or more years	14	5	0	0

∨ **Shared Responsibilities** ∨

**School**

The school's responsibility to parents is to provide a safe environment for all students. No child will be intimidated or threatened at school. No classes will be disrupted by unruly behavior that will preclude learning. All children will be challenged to their fullest potential. All parents will be notified of school announcements by notices sent home to parents. The notices will be translated for non-English speaking parents.

**Parents**

Parents are responsible for the preparation of their child for school. The parents need to support the school by checking homework, making sure of attendance and instilling values of behavior that will help their child's success at school. We hope parents will communicate the importance of education to their children.

∨ **Transportation Policy** ∨

Our school provides transportation for the following: students with disabilities who require transportation as indicated in their respective IEP's; students in Kindergarten through third grade who live more than one-half mile from school and fourth through eighth graders who live more than one mile from school.



## ∨ 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

W Overall Stanford 9 math scores in grades two through eight increased 50% when measured by student cohorts.

W Overall Stanford 9 language scores in grades two through eight increased 33% when measured by student cohorts.

W Overall Stanford 9 reading scores increased 33% when measured by student cohort.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	29.1 %	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	16.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.9 %	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
2000 Masonic Public Schools Essay Contest	2001
Gold Medal - Grand Canyon State Games	2002
ASU Martin Luther King Contest	2001

## ∨ 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>84</b>	<b>519</b>	<b>4%</b>	<b>27%</b>	<b>48%</b>	<b>21%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>83</b>	<b>535</b>	<b>7%</b>	<b>10%</b>	<b>73%</b>	<b>10%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>82</b>	<b>534</b>	<b>4%</b>	<b>15%</b>	<b>45%</b>	<b>37%</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>67</b>	<b>491</b>	<b>28%</b>	<b>30%</b>	<b>36%</b>	<b>6%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>69</b>	<b>485</b>	<b>26%</b>	<b>35%</b>	<b>33%</b>	<b>6%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>70</b>	<b>478</b>	<b>20%</b>	<b>46%</b>	<b>14%</b>	<b>20%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>56</b>	<b>498</b>	<b>23%</b>	<b>32%</b>	<b>32%</b>	<b>12%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>52</b>	<b>482</b>	<b>15%</b>	<b>56%</b>	<b>29%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>55</b>	<b>444</b>	<b>47%</b>	<b>44%</b>	<b>5%</b>	<b>4%</b>
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	68	61	60	--	--	--
2	Reading	--	--	--	99	47	50	88	60	52	75	43	53	55	56	57
	Language	--	--	--	100	34	40	94	50	43	78	37	44	56	51	48
	Mathematics	--	--	--	100	49	51	91	65	55	77	52	57	59	77	61
3	Reading	69	36	47	87	45	47	75	39	48	70	50	50	73	48	50
	Language	76	39	49	95	50	51	81	54	54	70	65	56	73	61	57
	Mathematics	84	34	46	93	52	49	74	58	52	70	65	54	76	72	56
4	Reading	85	40	53	99	38	54	78	53	54	73	44	55	71	57	55
	Language	95	34	47	100	40	49	78	48	48	73	49	50	71	56	50
	Mathematics	93	39	51	99	39	54	76	52	55	71	63	57	73	66	58
5	Reading	97	48	51	100	41	51	78	32	51	86	42	51	68	36	53
	Language	98	43	42	100	34	44	81	31	45	85	44	45	70	38	47
	Mathematics	98	49	51	100	54	54	84	39	55	89	54	57	71	61	59
6	Reading	94	39	53	100	43	54	90	42	53	89	38	54	79	49	56
	Language	100	22	41	100	36	44	90	31	44	86	29	45	81	44	47
	Mathematics	100	33	57	100	50	59	89	44	60	91	34	63	85	60	65
7	Reading	100	50	52	100	40	53	76	41	52	87	44	53	75	43	55
	Language	100	45	52	100	46	54	72	51	54	85	44	55	72	41	58
	Mathematics	100	56	53	100	43	55	75	48	56	90	51	58	80	43	60
8	Reading	100	38	54	100	51	54	74	48	53	93	43	55	92	44	56
	Language	100	25	46	100	57	49	76	44	49	85	44	50	87	46	52
	Mathematics	100	43	52	100	66	54	78	58	56	93	59	58	90	53	59

## ∨ 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.**

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
<b>Grades 2-3</b>	<b>88</b>	<b>89</b>
<b>Grades 3-4</b>	<b>74</b>	<b>62</b>
<b>Grades 4-5</b>	<b>64</b>	<b>79</b>
<b>Grades 5-6</b>	<b>82</b>	<b>86</b>
<b>Grades 6-7</b>	<b>78</b>	<b>89</b>
<b>Grades 7-8</b>	<b>65</b>	<b>73</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

Griffith has a full-time School Resource Officer. The campus is secured throughout the day. All visitors must enter through the office and receive a visitor's pass. A School Safety Committee meets regularly to review safety issues on the campus. Fire drills and lock-downs are practiced regularly.

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).

1

**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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,420	\$1,793,917
Classroom Supplies	\$29	\$21,480
Administration	\$474	\$351,325
Support Services-Students	\$196	\$145,501
Other Support Services and Operations	\$750	\$556,091
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,870</b>	<b>\$2,868,314</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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Mary Ruddy	(602) 629-6700	
<b>Transportation Policy</b>	Whitney Smith	(602) 629-6480	
<b>Community Resources</b>	Mary Ruddy	(602) 629-6700	
<b>School Nutrition Programs</b>	Kendell Paty	(602) 629-6400	
<b>Parent Organization</b>	Tracy House	(602) 629-6700	
<b>Student Health/Nurse</b>	Janet Strack	(602) 629-6711	

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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