



Principal: Dr. Gail Pletnik
Schedule: 7:30 AM to 4:30 PM
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Grades: Pre-K-8
1999 Enrollment: 98
Phone: (623) 376-3700
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∨ **School Overview** ∨

Mission

Anthem School is committed to delivering high quality education with challenging academic expectations. The success of all students will be promoted through the development of skills that enable them to contribute responsibly as an individual and a member of our society.

Organization and Philosophy

- w Standards-based Instruction
- w Aligned Curriculum and Assessment
- w Research-based Instructional Strategies
- w Strong Parental Involvement Components

Instructional Programs

- w Extended-day Instructional Programs
- w Gifted Program
- w On-site Special Education Program
- w Junior Achievement
- w Technology Integration
- w Middle Grades Exploratory Programs
- w Career-related Learning
- w BLAST Off to Learning Program

School/Academic Goals

- w Students will have expanded learning opportunities through career-related learning programs during the school day.
- w Students will increase learning opportunities through participation in after, before and summer school academic extension programs.
- w Student learning will be enhanced through systemic support for educational programs utilizing community resources.
- w Student expectations for success will be supported by school programs and goals that address specific goals in reading, math and writing.

Enrollment

2000-2001 School Year Student Enrollment as of 10/16/00: 562
 Accepting New Students in 2000-2001 Under Open Enrollment Law¹: No
 Number of Students Attending Under Open Enrollment in 1999-2000: 11

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Raising Expectations
- w Develop Academic Alternatives & Options
- w Parent Involvement
- w Develop Goals & Expectations
- w Budgeting Decisions
- w School Safety Issues

∨ **Staffing Information** ∨

School administration and instruction for school year 2000-2001 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	14.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The school's responsibility is to provide an environment that is conducive to learning. The school will accomplish this by setting high expectations for academic growth; using a variety of strategies to promote student success; maintaining open communications; setting and supporting goals and expectations to promote success for all students; providing a safe and orderly environment that fosters successful learning experiences and by providing alternatives to meet individual needs.

Parents

Parents are expected to send their child to school ready to learn; provide consistent homework support; practice open communication with the school and the child; make certain the child is at school each day and on time; be involved in setting and supporting school goals and expectations; and participate in school activities that support and promote student achievement.

∨ **Transportation Policy** ∨

For Anthem School students residing in the school's attendance area, bus transportation is available based on the following guidelines: Kindergarten students living .5 miles from the school are transported; students in grades one through six are eligible for transportation if they live one mile from the school; students in grades seven and eight who live 1 1/2 miles from the school are eligible to be bused and transportation for students with special needs is determined on an individual basis.

∨ Calendar Information ∨

Number of Instruction Days: 175	First Day of School: 8/14/00
Average Daily Instruction Time: 6 hrs. 45 min.	Last Day of School: 5/18/01
Number of Year-round Tracks: 0	Operates on Traditional Schedule

Report Card Release Dates

10/13/00 12/19/00 3/9/01 5/18/01

Additional Calendar/Report Card Information

In addition to the report cards, parent and teacher conference days are scheduled twice each year. The first conference dates are set in October and the second dates are set in March.

∨ Resources Available at School Site ∨

Nutrition and Limited English Proficient Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

Limited English Proficient programs³ available to eligible students:

Bilingual - No ESL - No ILEP - Yes

² 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.

³ Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Language Education Program (ILEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an ILEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An ILEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

Special Facilities

W Media Center

W Technology Center

W Computer Lab

W Multipurpose Center

Extracurricular Activities

W Intramurals

W Yearbook

W Science Olympiad

W Competitive Sports Grades 7 & 8

W Student Newspaper

W Chorus

W Math Olympiad

W Band

School/Community Resources

W YMCA Extended Day Care

W YMCA Preschool Program

W Special Needs Preschool

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 1999-2000.

1999-2000 School Achievements/Accomplishments

W Anthem School offered a Summer Technology Camp to expand and enhance learning opportunities for students.

W Anthem School established business and community partnerships to support school programs.

W Anthem School offered before and after school programs to extend learning opportunities.

W Anthem School established a coordinated schedule that supported a reading program utilizing flexible grouping for direct instruction.

Student Information: 1999-2000 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.5%	94.7%	93.4%	94.1%
Transfers Out ⁴	4.9%	13.2%	12.2%	12.7%
Transfers In ⁵ : Within District	0.0%	2.2%	1.8%	2.1%
Transfers In ⁵ : Out-of-District	0.0%	5.9%	5.5%	5.8%
Promotion Rate ⁶	99.6%	97.7%	95.4%	82.3%
Retention Rate ⁷	0.0%	1.4%	2.4%	5.1%
Dropout Rate ⁸	NA			12.2%
Status Unknown ⁹	NA			7.0%

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 1999-2000 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 1999-2000 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1999-2000 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 1999-2000 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 1999-2000 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1998-1999 school year, to include activity during the summer of 1998. 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 1999-2000 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 1998-1999 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

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

<u>Award/Honor</u>	<u>Year</u>
DAR American History Contest Winner	1999
Arizona State Poetry Contest Honors	1999
APS Writing Recognition	1999
Presidential Educ. Award for Excellence	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is a test designed to measure each student's progress in learning the Arizona Academic Standards. Effective with the Class of 2002 (tenth graders in 1999-2000), students must meet or exceed the Standard on the reading and writing portions of AIMS in order to be eligible for a high school diploma. Students in the class of 2004 must also pass the math portion as a graduation requirement. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing or math will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5 and 8 will also take AIMS.

AIMS Results, 1999-2000

Grade 3		Number Tested	MS	FFB ¹	A ¹	M ¹	E ¹
Reading	School	23	558	0%	4%	39%	57%
	District	2003	533	4%	11%	50%	35%
	State	60290	518	12%	18%	45%	25%
Writing	School	23	629	0%	4%	48%	48%
	District	1990	544	5%	13%	68%	14%
	State	59162	524	14%	19%	59%	8%
Mathematics	School	23	553	0%	4%	39%	57%
	District	2013	518	5%	27%	42%	26%
	State	60159	497	17%	35%	33%	15%

Legend

MS	- The Mean Score (average) on a 200-800 scale. A student must have achieved a score of 500 to meet the standard. Scale scores are not comparable between content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

Grade 5

Reading	School	24	527	4%	0%	63%	33%
	District	1959	518	4%	13%	56%	27%
	State	60658	509	16%	20%	46%	19%
Writing	School	24	535	4%	13%	83%	0%
	District	1935	518	6%	31%	61%	2%
	State	59560	498	21%	33%	45%	1%
Mathematics	School	24	546	4%	0%	33%	63%
	District	1953	507	7%	37%	34%	22%
	State	60981	488	24%	38%	23%	16%

Grade 8

Reading	School	16	519	19%	19%	31%	31%
	District	1836	515	15%	17%	49%	20%
	State	57752	499	30%	18%	38%	14%
Writing	School	14	511	7%	21%	71%	0%
	District	1833	511	6%	29%	62%	3%
	State	56051	497	17%	35%	45%	3%
Mathematics	School	14	485	21%	50%	21%	7%
	District	1842	478	34%	44%	16%	7%
	State	57975	465	50%	34%	11%	5%

¹Results reflect student performance on the English form of AIMS.

²Class of 2002 is the cohort of students who began 9th grade during the 1998-1999 school year.

Items of data containing information about fewer than five 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 2000-01 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 ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores 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 five 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	1996-1997			1997-1998			1998-1999			1999-2000		
		%	Score	AZ									
2	Reading	--	--	--	--	--	--	--	--	50	100	80	52
	Language	--	--	--	--	--	--	--	--	40	100	75	43
	Mathematics	--	--	--	--	--	--	--	--	51	100	85	55
3	Reading	--	--	44	--	--	47	--	--	47	100	75	48
	Language	--	--	45	--	--	49	--	--	51	100	76	54
	Mathematics	--	--	41	--	--	46	--	--	49	100	81	52
4	Reading	--	--	52	--	--	53	--	--	54	100	74	54
	Language	--	--	45	--	--	47	--	--	49	100	66	48
	Mathematics	--	--	48	--	--	51	--	--	54	100	83	55
5	Reading	--	--	50	--	--	51	--	--	51	100	73	51
	Language	--	--	40	--	--	42	--	--	44	100	58	45
	Mathematics	--	--	47	--	--	51	--	--	54	100	84	55
6	Reading	--	--	52	--	--	53	--	--	54	100	77	53
	Language	--	--	40	--	--	41	--	--	44	100	68	44
	Mathematics	--	--	54	--	--	57	--	--	59	100	85	60
7	Reading	--	--	52	--	--	52	--	--	53	100	72	52
	Language	--	--	49	--	--	52	--	--	54	100	81	54
	Mathematics	--	--	50	--	--	53	--	--	55	100	81	56
8	Reading	--	--	54	--	--	54	--	--	54	100	69	53
	Language	--	--	45	--	--	46	--	--	49	100	75	49
	Mathematics	--	--	50	--	--	52	--	--	54	100	76	56

∨ 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 1999 and 2000. 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 2000. Average student growth over the course of the past academic year is compared to a national average in the table below. One hundred percent (100%) indicates that students in a particular grade level at the school have achieved an average amount of growth compared to a national sample. A percentage greater than 100 percent indicates student growth was greater than the national average.

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

	Reading Percentage of Expected Gain	Math Percentage of Expected Gain
Grades 2-3	***	***
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	*	*
Grades 6-7	*	*
Grades 7-8	*	*

*Less than 8 students matched

**Less than 25% of 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 orderly environment for learning. The *2000 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Anthem School was awarded a training grant from the Arizona Governor's Education Commission to have two school representatives trained as Coordinators. With the implementation of the Character Counts Program, students will receive character education training focusing on respect, responsibility and citizenship. Anthem School has developed and implemented an Emergency Preparedness Plan. This plan has been reviewed by community representatives including fire and law enforcement representatives.

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

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,610	\$267,868
Classroom Supplies	\$25	\$2,533
Administration	\$368	\$37,784
Support Services-Students	\$323	\$33,188
Other Support Services and Operations	\$1,522	\$156,184
Total Expenditures- All Categories 1999-2000	\$4,848	\$497,557

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 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.

▽ Classroom Enhancement Funds 1999-2000 ▽

For fiscal year 1999-2000, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, Arizona Revised Statutes, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 1999-2000 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$579,459.63 [\$18.48 per Student x Enrollment (ADM)].

Enhancement Programs	Amount Spent
Classroom Teacher Salaries	\$1,509.00
Employing New Teachers	
Teacher Training and Development	
Classroom Technology	
Strengthening K-3 Programs	
Additional School Days	
Support Programs to Meet State Standards	\$1,471.00
Reading Clinics	
Achieving/Maintaining School Sizes for Fewer Than 450 Pupils	

Total Amount of Classroom Enhancement Funds Expended at the School Level \$2,980.00

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Sandi Struss	(623) 376-3700	
Transportation Policy	Kent Davis	(623) 445-4951	
Community Resources	Gail Pletnick	(623) 376-3700	
School Nutrition Programs	Geoff Habgood	(623) 445-4982	
Parent Organization	Kathy Powell	(623) 376-3700	
Student Health/Nurse	Kathy Neuroth	(623) 376-3710	

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 <http://www.ade.state.az.us/srcs/> on the Internet.

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