

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Hopi Elementary School

Scottsdale Unified District  
5110 E. Lafayette Blvd., Phoenix, AZ 85018-4433

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

**Principal:** Ms. Susan K. Marshall

**Schedule:** 7:30 AM to 3:30 PM

**Web Address:** [www.susd.org/schools/elem/Hopi](http://www.susd.org/schools/elem/Hopi)

**E-mail:** [www.susd.org](http://www.susd.org)

**Grades:** K-5

**2002 Enrollment:** 730

**Phone:** (602) 852-2940

**Fax:** (602) 840-1576

## ∨ School Overview ∨

### Mission

The Hopi School community will provide a safe, caring environment where learners acquire and apply skills which enable them to successfully function as lifelong learners in a changing society.

### Organization and Philosophy

- w Traditional Calendar
- w Site-based Shared Decision Making
- w Self-contained Classrooms
- w Departmentalized Classrooms

### Instructional Programs

- w Computer Laboratory
- w Fine Arts Program
- w Gifted
- w On-site Special Education
- w Extended-day Kindergarten
- w Tutorial Programs

### School/Academic Goals

- w To improve student achievement in core curriculum areas.
- w To increase students' proficiencies in the use of technology.
- w To offer staff training in the delivery of instructional strategies.

### Enrollment

October 1, 2001 School Year Student Enrollment:	742
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	45

<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)  
 4 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

**Council Duties**

w Budget/Plant/Facilities  
 w Curriculum/Instruction  
 w Technology  
 w School Climate  
 w Parent/Community Involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	40.30
Other Professional Staff	3.00	Teacher Aide	6.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	4	8	0	0
7 to 9 years	1	4	0	0
10 or more years	6	9	0	0

∨ **Shared Responsibilities** ∨

**School**

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly; to encourage parent participation in the life of the school; to ensure the safety of students; to maintain a highly qualified professional staff.

**Parents**

Parents are urged to show support of their children in several areas: provide a supportive home environment conducive to study and learning; motivate their children to do their best by taking an interest in their work; be role models by valuing education and by participating in the activities of the school and parent organization. Parents are expected to help their children abide by the district's Code of Student Conduct and the school's rules.

∨ **Transportation Policy** ∨

Transportation is provided for K-3 students 3/4 mile from school and 4-6 students one mile from school. Midday transportation is provided for eligible Kindergarten students. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration. All vehicles are maintained to provide safe and efficient transportation. Bus evacuation drills are conducted for all students and staff.



## ∨ 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

- |  |  |
|--|--|
| <p>W Instructional goals realized: increased student achievement in reading comprehension; continuation of Accelerated Reader Program and STAR; tutorial programs in reading; expanded guided reading library; teacher training in Differentiated Instruction.</p> <p>W Professional staff development training included an emphasis on Differentiated Instruction practices to provide staff with skills, strategies and resources to meet the needs of all students.</p> | <p>W Technology achievements included: staff training on the use of instructional and management systems; increased integration of technology into core curriculum areas; student published books; teacher web pages and expanded school's home page.</p> <p>W Positive, respectful and safe learning environment evidenced in staff and parent survey results. Alternatives for out of school suspensions and increased Scottsdale Prevention Institute services helped to positively effect changes.</p> |
|--|--|

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	11.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	4.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
Odyssey of the Mind (State - 3 Teams)	2002
Battle of the Books (Semifinals)	2002
Wordmasters (5 Students Perfect Scores)	2002
Geography Bee (State)	2002

## ∨ 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>School</b>	<b>105</b>	<b>558</b>	<b>0%</b>	<b>2%</b>	<b>38%</b>	<b>60%</b>
		<b>State</b>	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>108</b>	<b>605</b>	<b>0%</b>	<b>2%</b>	<b>43%</b>	<b>56%</b>	
	<b>State</b>	57282	541	10%	12%	63%	16%	
<b>Mathematics</b>	<b>School</b>	<b>108</b>	<b>551</b>	<b>2%</b>	<b>8%</b>	<b>38%</b>	<b>52%</b>	
	<b>State</b>	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>129</b>	<b>520</b>	<b>10%</b>	<b>10%</b>	<b>41%</b>	<b>39%</b>
	<b>State</b>	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>132</b>	<b>549</b>	<b>2%</b>	<b>16%</b>	<b>50%</b>	<b>32%</b>
	<b>State</b>	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>132</b>	<b>515</b>	<b>8%</b>	<b>30%</b>	<b>12%</b>	<b>49%</b>
	<b>State</b>	61760	494	14%	40%	12%	34%

<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	--	--	--	--	--	--	--	--	--	79	82	60	--	--	--
2	Reading	--	--	--	100	84	50	95	85	52	88	79	53	80	83	57
	Language	--	--	--	100	75	40	96	79	43	88	73	44	88	77	48
	Mathematics	--	--	--	100	87	51	89	88	55	83	84	57	87	85	61
3	Reading	94	78	47	100	78	47	91	78	48	85	81	50	90	78	50
	Language	95	80	49	100	83	51	97	84	54	88	87	56	92	80	57
	Mathematics	91	82	46	100	84	49	90	88	52	88	90	54	91	81	56
4	Reading	93	83	53	100	81	54	91	85	54	86	84	55	89	86	55
	Language	96	75	47	100	77	49	91	78	48	87	77	50	88	78	50
	Mathematics	89	81	51	100	83	54	91	84	55	86	83	57	92	86	58
5	Reading	98	83	51	100	81	51	92	83	51	93	81	51	89	80	53
	Language	97	75	42	100	75	44	97	76	45	94	78	45	91	75	47
	Mathematics	96	83	51	100	82	54	93	84	55	91	86	57	92	84	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.**

	<b>Reading</b> Percentage of Students Achieving One Year's Growth	<b>Math</b> Percentage of Students Achieving One Year's Growth
<b>Grades 2-3</b>	<b>71</b>	<b>74</b>
<b>Grades 3-4</b>	<b>87</b>	<b>82</b>
<b>Grades 4-5</b>	<b>74</b>	<b>84</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</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**

Hopi School has a comprehensive safety program including: student buddies; conflict resolution; Stranger Danger; visitor sign-in/-out policy; staff identification badges; emergency plans and procedures. A uniform code of conduct is enforced in all areas on campus and on the school buses. The school community takes great pride in Hopi and willingly assumes the shared responsibility for the safety of the students and security of the campus.

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

**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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,634	\$1,924,124
Classroom Supplies	\$11	\$7,742
Administration	\$460	\$336,144
Support Services-Students	\$217	\$158,578
Other Support Services and Operations	\$761	\$555,915
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,082</b>	<b>\$2,982,503</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 ∨

Name	Phone	Extension
<b>School Site Council</b>	Susan K. Marshall	(602) 852-2940
<b>Transportation Policy</b>	Dan Shearer	(480) 451-5050
<b>Community Resources</b>	Linda Jewell	(602) 852-2940
<b>School Nutrition Programs</b>	Barbara Savastio	(480) 661-1126 6707
<b>Parent Organization</b>	Cinda Stone	(602) 852-2940
<b>Student Health/Nurse</b>	Lynn Watkins	(602) 852-2944

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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