



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1326 W 18th St, Tempe, AZ 85281

Tempe Elementary 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Duke McDonald  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 608  
 Web Address : www.tempe3.k12.az.us  
 Phone Number : (480) 966-9934  
 Fax Number : (480) 968-3165  
 E-mail : dmcdonal@tempeschools.org

### Mission

The Holdeman community promotes and supports the appreciation of diversity, social responsibility and academic excellence.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

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

### School / Academic Goals

- ü All students will continue to progress toward mastery of essential reading, writing and math skills as evidenced by the DAP, Stanford 9, and AIMS.
- ü To increase pupil attendance from 94% to 95.5% or higher by graphing attendance, providing certificates to classes which meet the 95% standard on a weekly basis. Also the staff will monitor attendance and communicate with parents when necessary.
- ü To further develop the parent resource center to increase parent involvement.
- ü Continue to further develop Schoolwide Improvement plan to become a highly performing school.

### Enrollment

October 1, 2003 School Year Student Enrollment : 602  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 105

Instructional Programs

- Ü Title I Schoolwide Program
- Ü CLIP Reading Program
- Ü On-site Special Education
- Ü ESL
- Ü Dual Immersion Program for Grades K-5
- Ü Adult After School Classes
- Ü PeaceBuilders
- Ü Full-Day Kindergarten

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Holdeman is an effective school which demonstrates the following characteristics: safe and orderly environment, principal and assistant principal as instructional leaders, high expectations for success, clear and focused vision, maximum student time-on-task, ongoing assessment, positive two way communication between school and home, and parents are welcomed at school.

Parents

Holdeman parents agree to support the school policy in the following ways: make sure students attend school, read with their child a minimum of 15 minutes a night, assist with homework, attend parent-teacher conferences, attend parent meeting during the school year at PTA or in the parent resource center, support the school in developing their child's social and collaborative skills, and teaching respect of others.

Transportation Policy

A child's safety on the school bus is a high priority for Tempe School District No. 3. Violations of safety and behavior rules will have consequences such as suspension from riding the bus. There is a Zero-tolerance Policy for infractions.

School Honors

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

Award/Honor	Year
Ü Wells Fargo Grant	2003
Ü Ezra Jack Keats Grant	2003
Ü Tempe Diablos Award	2002

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	86	1518	75509	98	99	100	481	512	521	35	17	13	32	25	23	26	32	33	7	25	31
All Students (Prior Year)	91	1457	75372	100	100	100	485	516	523	23	11	9	45	29	25	26	35	36	6	25	30
Female	39	737	37013	98	100	100	480	512	522	33	15	12	38	29	24	25	31	33	4	25	31
Male	46	779	38430	96	99	99	483	512	521	34	19	14	28	23	22	28	33	33	9	25	31
African American	16	165	3660	100	100	99	474	488	496	31	29	24	50	32	31	19	24	28	0	15	18
Hispanic	44	679	30486	98	99	99	464	502	505	44	16	18	33	31	29	22	38	32	0	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	NC	119	4075	NC	100	100	NC	489	486	NC	30	28	NC	30	34	NC	27	26	NC	12	12
White	20	490	35192	91	99	99	504	530	534	28	12	8	22	20	19	33	31	35	17	37	39
Students with Disabilities	14	196	9708	93	100	100	459	481	489	67	43	32	11	25	27	22	18	24	0	15	17
Students without Disabilities	72	1322	65801	99	99	98	485	516	525	29	14	11	35	26	23	27	34	34	8	27	33
Limited English Proficient Students	26	400	16928	96	100	100	NA	479	485	NA	25	29	NA	34	33	NA	38	26	NA	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	62	972	36411				469	497	503	43	23	19	40	29	29	15	33	32	3	15	20
Non-Economically Disadvantaged	24	546	39040				511	531	534	18	10	8	12	21	19	53	31	34	18	38	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	86	1520	75492	98	100	100	496	512	519	28	16	12	26	19	16	37	45	47	9	20	24
All Students (Prior Year)	91	1454	75221	100	100	100	493	519	523	24	10	8	40	19	16	31	52	56	5	18	21
Female	39	738	37014	98	100	100	505	517	523	26	12	10	17	17	15	48	49	48	9	22	27
Male	46	780	38400	96	99	99	491	508	516	27	20	14	33	20	17	30	41	47	10	18	21
African American	16	165	3665	100	100	99	490	500	505	19	23	20	44	27	22	38	40	43	0	10	14
Hispanic	44	679	30438	98	99	99	485	507	508	44	16	17	19	19	21	31	52	47	6	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	NC	119	4081	NC	100	100	NC	495	498	NC	28	25	NC	25	26	NC	39	40	NC	8	8
White	20	490	35177	91	99	99	510	522	528	18	12	8	24	15	13	41	42	49	18	31	31
Students with Disabilities	14	196	9707	93	100	100	478	482	495	50	48	33	17	23	21	33	21	33	0	9	13
Students without Disabilities	72	1324	65785	99	99	98	498	516	522	25	12	10	27	18	16	38	48	49	10	22	26
Limited English Proficient Students	26	400	16905	96	100	100	NA	487	489	NA	34	34	NA	28	28	NA	34	32	NA	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	62	972	36302				490	504	507	30	21	18	30	21	21	35	46	46	5	12	14
Non-Economically Disadvantaged	24	548	39164				508	523	528	24	10	8	18	16	13	41	44	48	18	30	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	86	1507	75053	98	99	99	563	620	597	13	6	7	16	9	12	64	73	72	7	12	9
All Students (Prior Year)	91	1431	73654	100	99	99	500	529	530	31	11	9	15	14	13	53	65	70	2	9	7
Female	39	732	36872	98	99	99	613	650	621	13	3	5	8	6	9	63	75	74	17	16	12
Male	46	773	38109	96	98	99	525	593	573	13	9	10	23	11	14	63	71	69	0	9	6
African American	16	163	3636	100	99	99	527	590	568	19	10	12	13	10	16	69	75	67	0	6	6
Hispanic	44	677	30235	98	98	98	616	617	575	0	4	9	19	9	14	63	75	70	19	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	NC	119	4044	NC	100	99	NC	597	550	NC	10	13	NC	8	17	NC	78	66	NC	4	4
White	20	485	35028	91	98	99	566	632	613	17	6	6	17	9	10	61	71	73	6	15	11
Students with Disabilities	14	195	9625	93	100	100	490	540	530	29	24	21	14	16	21	57	56	55	0	4	4
Students without Disabilities	72	1312	65428	99	98	98	574	631	604	10	4	6	17	8	11	65	75	73	8	14	10
Limited English Proficient Students	26	400	16765	96	100	100	NA	574	525	NA	13	17	NA	13	20	NA	72	60	NA	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	62	966	36077				559	597	566	11	8	10	21	10	16	61	75	69	8	8	5
Non-Economically Disadvantaged	24	541	38950				572	650	618	18	4	5	6	6	9	71	71	73	6	19	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	78	1354	76019	100	99	100	487	495	499	12	15	14	47	40	39	16	11	14	25	34	33
All Students (Prior Year)	112	1410	76230	100	100	100	492	499	498	17	12	12	36	39	38	16	12	12	30	37	37
Female	42	655	37207	100	100	100	480	495	499	19	14	12	45	40	41	16	13	14	19	34	33
Male	36	699	38677	100	99	100	495	495	498	4	16	15	50	40	38	15	10	13	31	34	34
African American	20	179	3817	100	100	100	466	474	475	15	21	23	65	51	47	10	9	11	10	19	18
Hispanic	37	617	29458	100	100	100	490	488	480	11	17	20	50	43	48	22	11	12	17	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	NC	113	4735	NC	97	100	NC	485	466	NC	19	28	NC	44	49	NC	10	10	NC	27	13
White	15	404	35880	94	98	100	508	514	515	7	9	7	29	31	32	21	12	16	43	47	45
Students with Disabilities	14	193	9786	100	100	100	451	455	457	33	41	39	58	41	40	0	4	7	8	14	13
Students without Disabilities	64	1161	66233	100	99	99	497	501	503	7	11	11	44	40	39	20	12	14	29	37	35
Limited English Proficient Students	20	342	15206	100	100	100	NA	463	459	NA	26	31	NA	57	53	NA	8	7	NA	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	61	832	35714				483	485	480	13	17	20	51	46	47	18	11	12	18	26	20
Non-Economically Disadvantaged	17	522	40266				502	509	513	8	12	9	33	31	33	8	12	15	50	45	43

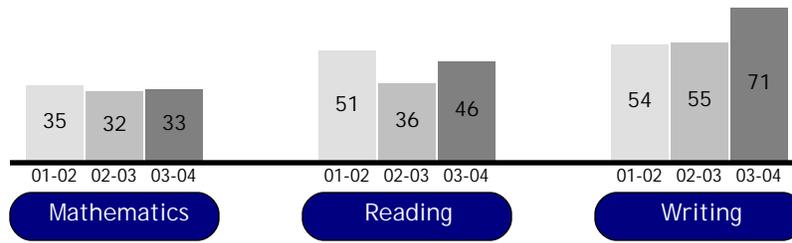
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1349	76020	100	99	100	500	498	503	26	33	25	33	23	23	35	36	40	5	8	12
All Students (Prior Year)	112	1405	76202	100	100	100	500	502	505	22	20	19	25	27	24	45	43	46	8	10	11
Female	42	653	37213	100	99	100	503	500	504	26	27	22	39	25	23	26	39	42	10	8	13
Male	36	696	38666	100	99	100	495	496	501	27	39	29	27	21	22	46	32	38	0	8	12
African American	20	179	3819	100	100	100	492	489	494	40	45	37	35	27	26	20	25	31	5	3	6
Hispanic	37	614	29442	100	99	99	495	494	494	28	36	37	33	26	26	39	31	31	0	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	NC	114	4735	NC	97	100	NC	489	489	NC	50	48	NC	23	25	NC	26	24	NC	1	3
White	15	401	35890	94	98	100	518	509	511	7	19	15	29	18	20	50	48	48	14	15	18
Students with Disabilities	14	190	9784	100	99	100	485	479	485	58	72	58	25	14	19	17	10	19	0	4	4
Students without Disabilities	64	1159	66236	100	99	99	504	501	504	18	27	23	36	24	23	40	40	42	7	9	13
Limited English Proficient Students	20	338	15198	100	100	100	NA	482	483	NA	62	59	NA	27	25	NA	11	14	NA	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	61	829	35703				498	493	494	31	40	37	38	26	26	27	29	31	4	5	6
Non-Economically Disadvantaged	17	520	40274				504	505	509	8	24	17	17	18	20	67	46	47	8	13	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	78	1350	75673	100	99	100	511	528	530	12	12	12	28	28	25	58	56	58	2	4	4
All Students (Prior Year)	112	1372	74692	100	98	99	492	499	502	14	17	18	44	30	27	41	46	47	2	7	8
Female	42	654	37099	100	100	100	515	549	548	13	7	8	29	25	22	55	62	64	3	6	6
Male	36	696	38441	100	99	99	507	508	513	12	17	16	27	31	29	62	49	52	0	3	3
African American	20	177	3791	100	99	99	503	512	506	10	16	18	25	28	29	65	54	50	0	2	3
Hispanic	37	618	29305	100	100	99	511	511	507	17	15	16	22	31	31	61	52	51	0	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	NC	114	4707	NC	97	100	NC	518	492	NC	11	19	NC	30	33	NC	56	46	NC	3	1
White	15	402	35760	94	98	99	539	556	550	7	8	9	36	23	21	50	60	64	7	8	6
Students with Disabilities	14	194	9706	100	100	100	466	453	462	25	40	36	42	34	32	33	23	31	0	3	1
Students without Disabilities	64	1156	65967	100	99	99	523	538	536	9	8	10	24	27	25	64	60	60	2	5	5
Limited English Proficient Students	20	340	15115	100	100	100	NA	477	471	NA	23	26	NA	35	38	NA	42	35	NA	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	61	832	35541				500	513	504	16	14	17	27	32	31	58	52	50	0	2	2
Non-Economically Disadvantaged	17	518	40091				551	548	550	0	10	9	33	23	21	58	60	64	8	7	6

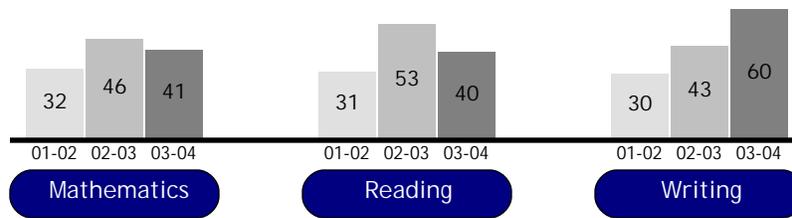
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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	94	19	38	44	78	27	42	50	92	34	NA	58
	Language	94	16	31	39	94	20	33	43	100	24	44	50
	Mathematics	95	36	46	52	98	37	49	57	100	43	57	64
3	Reading	95	24	34	43	82	19	38	47	99	31	NA	55
	Language	95	30	40	50	97	25	45	54	97	35	54	61
	Mathematics	96	30	42	50	96	21	44	54	98	32	54	61
4	Reading	93	22	38	47	95	29	42	52	86	29	NA	56
	Language	93	24	38	45	94	26	40	48	94	27	45	52
	Mathematics	96	24	43	52	100	33	46	57	95	30	51	61
5	Reading	95	22	39	46	90	30	41	50	96	42	NA	55
	Language	95	21	35	43	97	32	38	46	99	35	43	49
	Mathematics	96	21	46	54	100	32	50	57	99	42	59	63

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)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Curriculum Development and Assessment
- Ü Instructional Materials Recommendations
- Ü M/O Budget/Fry's/Title Programs
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	10.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	3	4	1	0
7 to 9 years	1	1	0	0
10 or more years	6	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü Literacy Center
- Ü Library/Studio with Closed-circuit TV
- Ü Parent Resource Center
- Ü Computer Lab

Extracurricular Activities

- Ü PeaceBuilders Programs
- Ü Kid Zone--Afterschool Activities
- Ü Extended-day (for Learning)
- Ü Mentoring Program with DHL, Paymentech
- Ü Academic Clubs

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Parent Resource Center
- Ü Health Services
- Ü Counseling For Students

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Primary readers performing at or above grade level have increased this past year as a result of the implementation of a fully concentrated 120 minute daily reading block the Four Block Strategy.
- ü Student suspensions have dropped due to the development of a pro-active discipline plan supported by staff. This plan offers a nurturing environment with academic/social assistance from teacher support along with guidance from the counselor.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	3	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	58	41
Grades 3-4	82	71
Grades 4-5	62	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

Holdeman uses a consistent TD#3 district-wide discipline policy along with the positive approaches of the PeaceBuilder, Project Alert, and Olweus Bullying Prevention programs. We have programs and staff training in place to ensure a safe and healthy learning environment. School counselors and teachers provide direct instruction on violence prevention using the Department of Education's Exemplary program, 'Second Step.'

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	Duke McDonald	(480) 966-9934
Transportation Policy	Paul Novak	(480) 784-1337
Community Resources	Ann Piedra	(480) 966-9934
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Office	(480) 966-9934
Student Health/Nurse	Audrea Pryce/Cynthia Dappen	(480) 966-9934

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. "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](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.

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](http://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](http://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.