

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1326 West 18th St, Tempe, AZ 85281

Tempe School 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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Mrs. Gail Hales  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : Pre-K-5  
 Web Address : www.tempe3.k12.az.us  
 Phone Number : (480) 966-9934  
 Fax Number : (480) 968-3165  
 E-mail : ghales@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)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

(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 DIBELS, NWEA, Terra Nova, and AIMS.
- ü Increase attendance from 95.5% to 96% or higher by providing recognition and incentives to individual students and classes for perfect attendance records. Staff will monitor attendance and communicate with parents on a daily basis regarding absences.
- ü To further develop the parent resource center to increase parent involvement.
- ü Continue development of the Schoolwide plan to become a highly performing school.

### Enrollment

October 1, 2005 School Year Student Enrollment : 617  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 177

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The Holdeman staff will provide a safe and secure environment where students can learn and achieve to the best of their ability. Teachers will be highly qualified and employ research based instructional strategies as well as curricular programs in order for students to master the Arizona Academic Standards and demonstrate adequate yearly progress.

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 Tempe Diablos Award	2005
ü Tempe Diablos Award	2006
ü Rookie of the Year and Golden Apple Award	2005

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	88	1503	80010	98	100	99	421	439	447	22	12	10	27	22	18	43	52	53	8	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	735	38935	98	100	99	423	438	447	15	12	9	32	22	19	49	53	55	4	13	17
Male	41	768	40974	98	100	98	419	440	448	29	12	11	22	22	18	37	51	52	12	15	19
African American	27	190	4201	100	100	99	418	426	430	15	14	17	37	28	23	44	54	51	4	4	9
Hispanic	37	723	34545	93	100	99	405	430	432	35	14	14	27	26	24	35	52	53	3	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	16	414	35142	100	100	99	455	465	465	6	5	5	19	12	11	50	53	56	25	31	28
Students with Disabilities	NC	256	10161	NC	100	93	NC	419	419	NC	29	28	NC	29	28	NC	32	36	NC	10	8
Students without Disabilities	82	1247	69849	99	100	100	423	443	451	20	8	7	28	21	17	44	56	56	9	14	19
Limited English Proficient Students	17	262	14013	100	100	97	382	409	413	59	24	24	29	38	34	12	35	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	70	1056	39029	97	100	98	415	428	432	26	15	14	29	27	25	40	52	52	6	7	9
Non-Economically Disadvantaged	18	447	40981	100	100	100	445	466	462	6	5	6	22	11	13	56	54	54	17	30	27

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	1494	79438	96	100	98	422	443	451	20	11	9	45	29	24	30	52	56	5	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	731	38775	98	99	99	428	449	457	9	8	7	49	27	22	40	56	58	2	9	13
Male	39	763	40560	93	100	97	414	439	446	33	14	12	41	30	25	18	49	54	8	7	9
African American	27	188	4178	100	100	98	423	435	439	11	12	13	56	34	29	30	51	52	4	3	6
Hispanic	36	717	34297	90	99	98	406	434	434	31	14	14	42	33	31	25	50	50	3	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	16	413	34887	100	100	98	453	468	471	6	5	4	44	19	15	38	58	63	13	18	18
Students with Disabilities	NC	250	9588	NC	98	88	NC	413	416	NC	31	30	NC	31	32	NC	34	34	NC	4	5
Students without Disabilities	80	1244	69850	96	100	100	425	449	456	15	7	7	48	28	23	33	56	59	5	8	12
Limited English Proficient Students	17	257	13856	100	98	96	381	404	407	47	28	27	53	46	43	NA	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	69	1048	38685	96	99	97	417	432	435	20	14	14	48	33	32	29	50	50	3	3	5
Non-Economically Disadvantaged	17	446	40753	94	100	99	441	470	467	18	5	5	35	17	16	35	59	62	12	19	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	87	1502	79971	97	100	99	402	424	423	11	9	8	54	38	41	31	48	49	3	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	735	38974	98	100	99	414	439	437	11	6	5	45	32	33	38	55	57	6	7	4
Male	40	767	40895	95	100	98	387	408	410	13	12	10	65	44	47	23	42	41	NA	2	2
African American	27	190	4203	100	100	99	405	416	411	4	8	11	67	44	45	30	46	43	NA	2	2
Hispanic	35	720	34481	88	99	99	382	418	410	20	10	10	49	40	46	31	47	43	NA	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	18	416	35150	100	100	99	439	440	437	6	5	5	50	34	35	28	53	56	17	8	5
Students with Disabilities	NC	258	10258	NC	100	94	NC	372	377	NC	23	23	NC	52	51	NC	23	25	NC	3	1
Students without Disabilities	80	1244	69713	96	100	100	406	434	429	9	6	5	54	36	39	34	53	52	4	5	3
Limited English Proficient Students	17	261	13985	100	100	97	353	375	382	29	24	18	59	50	54	12	26	27	NA	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	70	1054	38994	97	99	98	399	414	409	11	10	10	54	42	47	34	45	41	NA	2	1
Non-Economically Disadvantaged	17	448	40977	94	100	100	415	445	437	12	6	5	53	29	34	18	55	56	18	11	5

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

4th 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	94	1609	80147	99	100	99	462	476	482	12	12	11	28	21	17	53	45	49	7	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	824	39281	98	100	99	463	476	483	13	12	9	29	21	17	49	44	50	9	22	24
Male	49	785	40780	100	100	98	461	475	482	10	12	12	27	21	17	57	46	48	6	21	24
African American	17	170	4249	100	99	99	447	464	464	18	16	17	29	21	22	47	52	48	6	12	13
Hispanic	44	779	33494	98	100	99	469	468	466	9	13	15	27	25	23	55	46	49	9	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	25	464	36122	100	100	99	463	498	501	12	8	5	28	13	10	52	41	50	8	37	35
Students with Disabilities	11	243	10295	100	99	92	432	434	443	36	40	33	27	29	26	27	23	33	9	9	8
Students without Disabilities	83	1366	69852	99	100	100	466	483	488	8	8	7	28	19	16	57	49	51	7	24	26
Limited English Proficient Students	22	319	12722	100	100	97	457	438	441	18	27	27	27	36	33	45	32	37	9	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	79	1141	38371	99	100	97	456	464	465	13	16	15	29	25	23	53	45	49	5	15	13
Non-Economically Disadvantaged	15	468	41776	100	100	100	489	503	498	7	5	6	20	12	11	53	45	49	20	38	33

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	94	1601	79686	99	99	98	459	463	470	13	14	11	30	27	24	53	52	57	4	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	819	39163	98	99	99	471	470	475	16	11	9	16	23	22	60	56	60	9	9	10
Male	49	782	40438	100	99	97	449	457	465	10	16	13	43	30	25	47	48	54	NA	6	7
African American	17	168	4228	100	98	98	445	461	458	6	13	15	59	27	28	35	57	53	NA	3	4
Hispanic	44	773	33299	98	99	98	465	454	452	9	16	17	30	32	32	55	47	47	7	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	25	463	35914	100	100	98	466	484	489	20	8	5	8	15	15	68	62	67	4	14	14
Students with Disabilities	11	239	9808	100	98	87	427	420	432	36	47	35	27	28	32	36	23	30	NA	2	3
Students without Disabilities	83	1362	69878	99	99	100	464	471	475	10	8	8	30	26	23	55	57	61	5	8	9
Limited English Proficient Students	22	314	12594	100	98	96	442	419	422	23	36	34	32	46	45	45	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	79	1134	38095	99	99	97	454	452	452	15	18	17	30	31	32	52	46	48	3	5	3
Non-Economically Disadvantaged	15	467	41591	100	100	99	485	490	486	NA	4	6	27	16	16	60	67	65	13	13	13

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	93	1606	80372	98	100	99	471	475	475	4	4	4	39	32	30	54	62	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	823	39452	96	100	99	487	489	488	5	3	3	25	22	22	64	72	72	7	3	3
Male	49	783	40836	100	99	98	457	459	464	4	6	6	51	42	37	45	51	56	NA	1	1
African American	16	168	4264	94	98	99	464	473	465	6	3	5	50	37	35	38	59	59	6	1	1
Hispanic	44	779	33608	98	100	99	478	468	462	2	6	6	39	35	36	57	58	57	2	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	25	462	36213	100	99	99	473	487	489	8	4	2	20	23	22	68	69	72	4	4	3
Students with Disabilities	11	242	10526	100	99	94	417	421	427	27	18	15	45	56	53	27	26	31	NA	NA	1
Students without Disabilities	82	1364	69846	98	100	100	479	484	482	1	2	3	38	27	26	57	69	69	4	2	2
Limited English Proficient Students	22	318	12747	100	99	97	451	439	432	5	11	12	55	51	52	41	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	78	1138	38521	98	99	98	466	466	461	5	5	6	42	37	38	51	56	55	1	1	1
Non-Economically Disadvantaged	15	468	41851	100	100	100	499	496	489	NA	2	3	20	18	22	67	77	72	13	3	4

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	73	1433	79306	99	100	99	487	500	504	14	14	13	30	21	20	49	48	49	7	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	691	38845	97	100	99	486	499	505	11	14	11	37	21	20	50	50	50	3	15	18
Male	35	742	40383	100	100	98	489	502	504	17	14	14	23	21	19	49	46	47	11	18	19
African American	14	155	4171	100	100	98	460	481	485	29	23	20	29	25	26	43	45	44	NA	7	10
Hispanic	39	661	32673	98	100	99	492	490	487	8	15	18	33	25	25	54	50	46	5	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	13	449	36234	100	100	99	503	522	523	15	8	6	15	12	13	54	49	52	15	31	28
Students with Disabilities	14	258	10286	100	100	91	457	461	462	43	42	41	29	29	27	29	24	27	NA	6	5
Students without Disabilities	59	1175	69020	98	100	100	494	509	510	7	8	9	31	20	18	54	53	52	8	19	21
Limited English Proficient Students	11	264	10291	100	100	96	488	465	458	9	30	38	36	37	34	55	30	26	NA	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	61	985	37437	98	100	97	484	488	486	15	17	19	31	26	26	49	48	46	5	9	9
Non-Economically Disadvantaged	12	448	41869	100	100	100	503	528	521	8	6	7	25	11	14	50	47	51	17	35	27

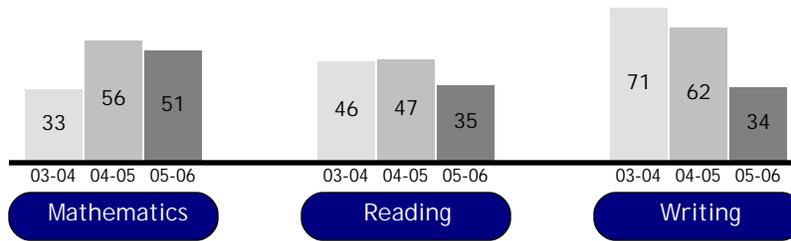
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1423	79000	99	99	98	471	484	489	8	10	10	40	26	24	51	58	58	1	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	687	38774	97	99	99	466	488	494	11	8	7	42	23	22	47	61	61	NA	8	10
Male	35	736	40150	100	100	98	476	481	485	6	12	12	37	28	25	54	55	55	3	5	8
African American	14	154	4153	100	100	98	461	472	476	7	15	13	50	31	30	43	52	53	NA	3	4
Hispanic	39	653	32508	98	99	98	470	473	472	5	12	15	44	30	33	51	56	49	NA	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	13	448	36135	100	100	98	493	507	508	8	4	4	23	15	14	62	66	67	8	15	15
Students with Disabilities	14	248	9991	100	97	88	455	448	449	29	33	33	36	40	36	36	25	29	NA	3	2
Students without Disabilities	59	1175	69009	98	100	100	475	492	495	3	5	6	41	23	22	54	65	62	2	7	10
Limited English Proficient Students	11	259	10199	100	98	95	468	445	439	NA	27	35	55	47	47	45	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	61	977	37234	98	99	97	469	474	472	10	13	15	38	30	33	52	55	50	NA	2	3
Non-Economically Disadvantaged	12	446	41766	100	100	99	482	508	505	NA	4	5	50	16	16	42	63	65	8	16	14

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	72	1430	79611	97	100	99	481	492	496	4	8	7	65	39	37	31	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	689	39016	95	100	99	488	507	511	3	4	4	62	32	29	35	62	66	NA	1	1
Male	35	741	40519	100	100	98	474	477	482	6	11	10	69	46	44	26	43	46	NA	1	0
African American	14	155	4188	100	100	98	471	483	486	7	9	9	57	45	40	36	46	50	NA	1	0
Hispanic	38	660	32855	95	100	99	482	484	481	3	9	10	74	41	43	24	49	47	NA	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	13	448	36380	100	100	99	483	507	511	8	5	4	54	35	30	38	58	65	NA	2	1
Students with Disabilities	14	257	10664	100	100	94	463	438	440	14	23	23	64	58	54	21	19	22	NA	0	1
Students without Disabilities	58	1173	68947	97	100	100	486	503	504	2	4	4	66	35	34	33	60	61	NA	1	1
Limited English Proficient Students	11	265	10362	100	100	97	486	443	438	NA	20	22	91	56	57	9	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	60	983	37626	97	100	98	481	482	479	5	9	10	63	43	45	32	48	45	NA	0	0
Non-Economically Disadvantaged	12	447	41985	100	100	100	482	512	511	NA	4	4	75	31	30	25	62	65	NA	2	1

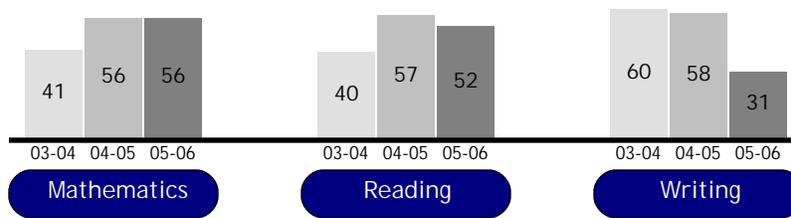
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	34	NA	58	98	35	41	47	100	27	41	46
	Language	100	24	44	50	98	27	39	47	100	24	39	48
	Mathematics	100	43	57	64	99	36	44	50	100	24	41	52
3	Reading	99	31	NA	55	100	30	41	44	100	32	41	46
	Language	97	35	54	61	100	31	40	44	100	30	39	46
	Mathematics	98	32	54	61	100	38	46	51	100	34	46	52
4	Reading	86	29	NA	56	100	31	43	48	99	43	44	52
	Language	94	27	45	52	100	33	45	49	99	37	46	52
	Mathematics	95	30	51	61	100	38	48	53	99	43	52	58
5	Reading	96	42	NA	55	100	42	46	50	100	43	52	56
	Language	99	35	43	49	100	38	45	50	100	39	48	54
	Mathematics	99	42	59	63	100	39	45	49	100	39	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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 Preparations for Facility Reconstruction
- Ü Instructional Materials Recommendations
- Ü Budget/Title/Grant Recommendations
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	4.20	Teacher Aide	7.16

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	1	0	0
4 to 6 years	6	3	0	0
7 to 9 years	0	7	0	0
10 or more years	3	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	57
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü PeaceBuilders Programs
- Ü Kid Zone--Before/Afterschool Activities
- Ü Extended-day (for Learning)
- Ü Mentoring Program with DHL, Paymentech
- Ü Academic/Tutor Clubs
- Ü Dance Club
- Ü Physical Fitness Club
- Ü Accelerated Reader Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Parent Resource Center
- Ü Dental Services
- Ü Counseling For Students
- Ü English Language Classes for Parents
- Ü Spanish Classes for Adults
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Primary readers performing at or above grade level have increased this past year as a result of the implementation of a fully concentrated 90 minute daily reading block, daily intervention block and the Four Block Strategy.
  
- ü Our Olweus Bully prevention program along with our Peacebuilders program still proves to support and encourage a proactive approach to situational problem solving. This is evidenced by a significant decrease in our suspension rate.
  
- ü Holdeman has a Dual Language program for grades K-5. We presented a redesign to the board in July. Kinder and 1st grade introduce Spanish and grades 2-5 present academics in both lanugages to selected students who are already proficient in English.
  
- ü We have a highly qualified professional staff who function as a family by providing a continuum of care, support, and collaboration. All employees are valued and their contributions benefit all. This is a great place to work.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

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 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Gail K. Hales	(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	Cynthia Dappen / Pat Craven	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* Due to booklet size printing, print copies are produced in multiples of 4.