



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1325 E Malibu Dr, Tempe, AZ 85282

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	Improving

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

### School Overview

Principal/Administrator : Mrs. Katie Wielosinski  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 515  
 Web Address : seamonkey.ed.asu/~hixson/hudson/hudson.html  
 Phone Number : (480) 897-6608  
 Fax Number : (480) 820-7335  
 E-mail : kwielosi@tempeschools.org

### Mission

Students reach their potential as communicators, problem solvers/technology users; grow intellectually, emotionally, socially, physically as responsible citizens; become lifelong readers/writers & have consistent instruction built on prior knowledge.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
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 increase reading comprehension and vocabulary fluency, phonemic awareness and phonics, and language application skills and apply these in their daily work.
- ü All students will improve their abilities to clearly express their ideas through writing and apply their knowledge of writing mechanics and spelling in all genres and daily work.
- ü All students will increase math calculation and problem solving skills.

### Enrollment

October 1, 2003 School Year Student Enrollment : 503  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 130

Instructional Programs

- Ü Child-centered Instruction
- Ü Integrated Curriculum
- Ü Consistent K-5 Reading Strategies
- Ü Full-day Kindergarten

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Provide a safe, orderly, stimulating environment; communicate: school policies, procedures and student academic & social progress; identifies ways parents can help students academically; and provide instruction based on research, student interest & capability.

Parents

Read to or with the child daily; talk with the child daily about learning experiences at school; monitor student homework and progress; contact the school when questions arise; attend parent/teacher conferences/meetings; and support the school in developing citizenship and self-respect.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

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

Award/Honor	Year
Ü National Board Certified Sp.Ed. Teacher	2002
Ü Nationally Certified School Nurse	2002
Ü 5 Students placed 1st, 2nd or 3rd in City Essay Contest	2004

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	75	1518	75509	99	99	100	535	512	521	9	17	13	19	25	23	36	32	33	36	25	31
All Students (Prior Year)	71	1457	75372	100	100	100	541	516	523	3	11	9	20	29	25	30	35	36	48	25	30
Female	37	737	37013	97	100	100	526	512	522	6	15	12	29	29	24	29	31	33	35	25	31
Male	38	779	38430	100	99	99	540	512	521	10	19	14	13	23	22	40	33	33	37	25	31
African American	NC	165	3660	NC	100	99	NC	488	496	NC	29	24	NC	32	31	NC	24	28	NC	15	18
Hispanic	31	679	30486	100	99	99	508	502	505	14	16	18	29	31	29	43	38	32	14	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	30	490	35192	100	99	99	553	530	534	4	12	8	16	20	19	36	31	35	44	37	39
Students with Disabilities	14	196	9708	93	100	100	516	481	489	0	43	32	50	25	27	0	18	24	50	15	17
Students without Disabilities	61	1322	65801	100	99	98	536	516	525	9	14	11	18	26	23	38	34	34	36	27	33
Limited English Proficient Students	20	400	16928	95	100	100	491	479	485	0	25	29	100	34	33	0	38	26	0	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	43	972	36411				526	497	503	11	23	19	22	29	29	39	33	32	28	15	20
Non-Economically Disadvantaged	32	546	39040				541	531	534	7	10	8	17	21	19	34	31	34	41	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	75	1520	75492	99	100	100	515	512	519	13	16	12	25	19	16	39	45	47	23	20	24
All Students (Prior Year)	70	1454	75221	99	100	100	524	519	523	5	10	8	10	19	16	63	52	56	23	18	21
Female	37	738	37014	97	100	100	507	517	523	22	12	10	26	17	15	30	49	48	22	22	27
Male	38	780	38400	100	99	99	520	508	516	6	20	14	24	20	17	45	41	47	24	18	21
African American	NC	165	3665	NC	100	99	NC	500	505	NC	23	20	NC	27	22	NC	40	43	NC	10	14
Hispanic	31	679	30438	100	99	99	502	507	508	13	16	17	33	19	21	40	52	47	13	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	30	490	35177	100	99	99	524	522	528	3	12	8	28	15	13	38	42	49	31	31	31
Students with Disabilities	14	196	9707	93	100	100	489	482	495	36	48	33	27	23	21	27	21	33	9	9	13
Students without Disabilities	61	1324	65785	100	99	98	521	516	522	7	12	10	24	18	16	42	48	49	27	22	26
Limited English Proficient Students	20	400	16905	95	100	100	477	487	489	0	34	34	100	28	28	0	34	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	43	972	36302				501	504	507	20	21	18	28	21	21	36	46	46	16	12	14
Non-Economically Disadvantaged	32	548	39164				526	523	528	6	10	8	23	16	13	42	44	48	29	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	75	1507	75053	99	99	99	685	620	597	2	6	7	9	9	12	62	73	72	28	12	9
All Students (Prior Year)	68	1431	73654	96	99	99	538	529	530	5	11	9	5	14	13	80	65	70	10	9	7
Female	37	732	36872	97	99	99	714	650	621	0	3	5	6	6	9	59	75	74	35	16	12
Male	38	773	38109	100	98	99	669	593	573	3	9	10	10	11	14	63	71	69	23	9	6
African American	NC	163	3636	NC	99	99	NC	590	568	NC	10	12	NC	10	16	NC	75	67	NC	6	6
Hispanic	31	679	30235	100	98	98	663	617	575	7	4	9	0	9	14	79	75	70	14	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	30	485	35028	100	98	99	690	632	613	0	6	6	12	9	10	52	71	73	36	15	11
Students with Disabilities	14	195	9625	93	100	100	692	540	530	0	24	21	50	16	21	0	56	55	50	4	4
Students without Disabilities	61	1312	65428	100	98	98	685	631	604	2	4	6	7	8	11	64	75	73	27	14	10
Limited English Proficient Students	20	400	16765	95	100	100	560	574	525	0	13	17	0	13	20	100	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	43	966	36077				642	597	566	0	8	10	11	10	16	83	75	69	6	8	5
Non-Economically Disadvantaged	32	541	38950				713	650	618	3	4	5	7	6	9	48	71	73	41	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	89	1354	76019	100	99	100	516	495	499	7	15	14	33	40	39	18	11	14	43	34	33
All Students (Prior Year)	56	1410	76230	100	100	100	503	499	498	9	12	12	26	39	38	26	12	12	40	37	37
Female	40	655	37207	100	100	100	507	495	499	14	14	12	36	40	41	11	13	14	39	34	33
Male	49	699	38677	100	99	100	523	495	498	0	16	15	30	40	38	24	10	13	45	34	34
African American	14	179	3817	100	100	100	472	474	475	25	21	23	50	51	47	8	9	11	17	19	18
Hispanic	44	617	29458	100	100	100	512	488	480	0	17	20	42	43	48	21	11	12	38	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	22	404	35880	100	98	100	553	514	515	0	9	7	18	31	32	12	12	16	71	47	45
Students with Disabilities	13	193	9786	100	100	100	NA	455	457	NA	41	39	NA	41	40	NA	4	7	NA	14	13
Students without Disabilities	76	1161	66233	100	99	99	516	501	503	7	11	11	33	40	39	18	12	14	43	37	35
Limited English Proficient Students	26	342	15206	100	100	100	494	463	459	0	26	31	56	57	53	33	8	7	11	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	66	832	35714				506	485	480	9	17	20	33	46	47	23	11	12	35	26	20
Non-Economically Disadvantaged	23	522	40266				538	509	513	0	12	9	33	31	33	6	12	15	61	45	43

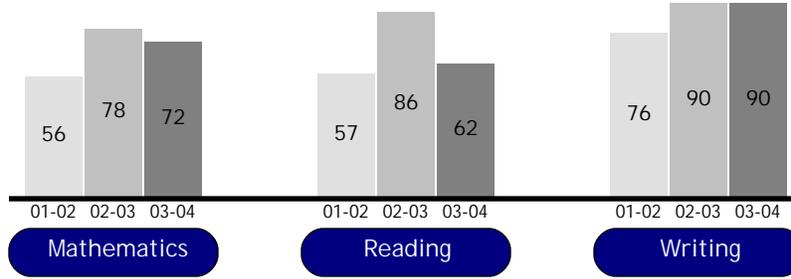
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1349	76020	100	99	100	504	498	503	30	33	25	23	23	23	36	36	40	11	8	12
All Students (Prior Year)	52	1405	76202	93	100	100	508	502	505	15	20	19	29	27	24	41	43	46	15	10	11
Female	40	653	37213	100	99	100	497	500	504	39	27	22	21	25	23	30	39	42	9	8	13
Male	49	696	38666	100	99	100	510	496	501	23	39	29	25	21	22	40	32	38	13	8	12
African American	14	179	3819	100	100	100	488	489	494	50	45	37	21	27	26	29	25	31	0	3	6
Hispanic	44	614	29442	100	99	99	499	494	494	28	36	37	24	26	26	45	31	31	3	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	22	401	35890	100	98	100	522	509	511	23	19	15	23	18	20	23	48	48	32	15	18
Students with Disabilities	13	190	9784	100	99	100	475	479	485	83	72	58	17	14	19	0	10	19	0	4	4
Students without Disabilities	76	1159	66236	100	99	99	510	501	504	20	27	23	25	24	23	43	40	42	13	9	13
Limited English Proficient Students	26	338	15198	100	100	100	491	482	483	45	62	59	36	27	25	18	11	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	66	829	35703				503	493	494	33	40	37	24	26	26	37	29	31	6	5	6
Non-Economically Disadvantaged	23	520	40274				505	505	509	23	24	17	23	18	20	32	46	47	23	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	89	1350	75673	100	99	100	568	528	530	0	12	12	20	28	25	75	56	58	5	4	4
All Students (Prior Year)	54	1372	74692	96	98	99	499	499	502	17	17	18	37	30	27	37	46	47	9	7	8
Female	40	654	37099	100	100	100	574	549	548	0	7	8	18	25	22	71	62	64	11	6	6
Male	49	696	38441	100	99	99	562	508	513	0	17	16	21	31	29	79	49	52	0	3	3
African American	14	177	3791	100	99	99	549	512	506	0	16	18	25	28	29	75	54	50	0	2	3
Hispanic	44	618	29305	100	100	99	578	511	507	0	15	16	21	31	31	71	52	51	8	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	22	402	35760	100	98	99	576	556	550	0	8	9	12	23	21	82	60	64	6	8	6
Students with Disabilities	13	194	9706	100	100	100	NA	453	462	NA	40	36	NA	34	32	NA	23	31	NA	3	1
Students without Disabilities	76	1156	65967	100	99	99	568	538	536	0	8	10	20	27	25	75	60	60	5	5	5
Limited English Proficient Students	26	340	15115	100	100	100	541	477	471	0	23	26	22	35	38	78	42	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	66	832	35541				561	513	504	0	14	17	19	32	31	79	52	50	2	2	2
Non-Economically Disadvantaged	23	518	40091				584	548	550	0	10	9	22	23	21	67	60	64	11	7	6

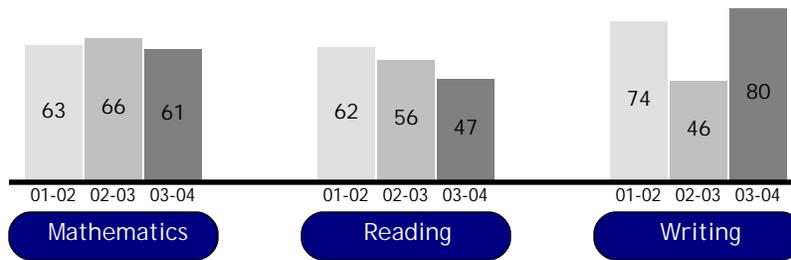
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	35	38	44	93	45	42	50	86	66	NA	58
	Language	93	33	31	39	94	39	33	43	95	49	44	50
	Mathematics	93	42	46	52	99	57	49	57	95	69	57	64
3	Reading	99	40	34	43	97	48	38	47	96	65	NA	55
	Language	99	44	40	50	96	57	45	54	97	58	54	61
	Mathematics	99	49	42	50	96	61	44	54	97	71	54	61
4	Reading	100	39	38	47	87	50	42	52	89	60	NA	56
	Language	100	39	38	45	100	40	40	48	93	52	45	52
	Mathematics	100	40	43	52	100	45	46	57	91	56	51	61
5	Reading	100	42	39	46	90	44	41	50	93	57	NA	55
	Language	100	39	35	43	100	37	38	46	97	52	43	49
	Mathematics	100	45	46	54	100	39	50	57	97	67	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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Establish School Priorities
- Ü Monitor Student Progress
- Ü Parent/Educator Relations
- Ü Curriculum Support
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	1.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	5	4	0	0
7 to 9 years	3	5	0	0
10 or more years	0	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	30
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Satellite TV in All Classrooms
- Ü Internet in All Classrooms

Extracurricular Activities

- Ü Choir
- Ü Band/Orchestra
- Ü Student Council
- Ü After School Focus Classes

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü After School Program
- Ü Social Services Referrals

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü A Parent Satisfaction survey is conducted yearly. Of 60% returned, we received a 99% rating of very satisfied or satisfied with learning experiences, 100% with their children's teachers and 97% with opportunities for parent involvement.
  
- ü Hudson School is a Technology, Literacy and Communication Focus School in the Tempe District. Our technology teacher, in conjunction with the classroom teacher, provides integrated instruction that supports the adopted District curriculum.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	2	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	75
Grades 3-4	75	53
Grades 4-5	66	73

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

Provide a safe, orderly and respectful environment which is warm, nurturing and productive with clearly defined, consistently enforced schoolwide student management based on mutual respect, cooperation and responsibility. School counselors and teachers provide direct instruction on violence prevention using the U.S. Department of Education Exemplary Program 'Second Step.' Other programs to support safe schools include 'Project Alert' and 'Olweus Bullying Prevention Program.'

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	Katie Wielosinski	(480) 897-2353
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Joy Ludwig	(480) 897-6608
School Nutrition Programs	Pam Gorowara	(480) 774-2124
Parent Organization	Parent Teacher Association	(480) 897-6608
Student Health/Nurse	Anne Heffernan	(480) 897-6608

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.