

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Wood School

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

Tempe Elementary District
727 W. Cornell Drive, Tempe, AZ 85283-2705

Principal: Ms. Nancy Haugen
Schedule: 7:30 AM to 4:00 PM
Web Address: www.tempeschools.org/Wood/index/html/
E-mail: nhaugen@tempeschools.org

Grades: K-5
2002 Enrollment: 641
Phone: (480) 838-0711
Fax: (480) 838-0832

∨ School Overview ∨

Mission

The Wood School Community develops competent learners who are inspired to create a future full of hope and promise. A climate of courtesy, cooperation and community involvement nurtures students as they develop strong academic skills. Opportunities are maximized through whole group, small group and one-on-one instruction. Time-on-task is increased through extended-day and extended-year programs. Integrated curriculum is fostered through Language Labs, Success For All, and Character Counts.

Organization and Philosophy

- w Multicultural Education Programs
- w Curriculum Focus on AZ Acad. Standards
- w Title I, Extended-day, Summer Jump Start
- w Career Awareness Focus

School/Academic Goals

- w Increase math, reading and writing skills as measured by the District Achievement Plan, including district and state criterion and standardized norm-referenced tests. Lower class size in grade one through Class Size Reduction Grant.
- w Integrate the curriculum through Reading and Language, acquisition strategies.

Instructional Programs

- w Full-day Kindergarten
- w Success For All Reading Program
- w Character Counts Developmental Program
- w Sheltered Eng. Immersion/Biling. Classes
- w Resource and Gifted Instruction
- w Standards-based Math Instruction/All Gr.
- w Technology: Computer and Video Editing
- w After School Homework & Enrichment Clubs

- w Develop self-assured learners through social skills training, character education, problem-solving strategies and discipline with dignity. Schoolwide Guidelines for Success are: Be Safe, Be Responsible, Be Respectful.
- w Teaching model that includes regular assessment leading to enrichment, maintenance or re-teaching opportunities for students in small groups. We call this Team Time and Language Lab.

Enrollment

October 1, 2001 School Year Student Enrollment:	642
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	143

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Budget Allocations
- w Extracurricular Activities
- w Instructional Strategies
- w Family Involvement
- w Site Usage
- w Curriculum Development

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	35.95
Other Professional Staff	4.50	Teacher Aide	13.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	2	0	0
10 or more years	4	14	1	1

∨ **Shared Responsibilities** ∨

School

Wood School provides a climate of cooperation and safety. High expectations and opportunities for additional assistance motivate and support students as they develop strong academic skills. A sense of community responsibility, confidence and accomplishment is fostered through integrated curriculum, school service opportunities, social skills, and extended-day and extended-year programs. Family involvement is nurtured through regular communication, family training and volunteer programs.

Parents

Families are expected to value education and to develop partnerships with school staff. They should send their children to school on time daily, ready to learn. Families should keep in close contact with the school, check children's folders nightly to become familiar with their progress and experiences, and offer positive comments in support of children's and teachers' efforts. Students should read 20 minutes nightly, and families should help set up a structured time and place for homework.

∨ **Transportation Policy** ∨

Our school follows a standardized districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established for each school and approved by the Governing Board. Primary considerations for busing are distance and major street locations. No standard distance is used in determining busing requirements.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	12/20/02	3/12/03	5/23/03
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Additional Calendar/Report Card Information

Progress reports are sent home four times per school year, halfway through each grading period. Success For All will also evaluate student progress every eight weeks to determine the appropriate reading level for each student in kindergarten, first, and second grades. Instruction will be adjusted to accommodate the student after the reading assessments.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Video Editing Studio
W Media Center - Catalogue On-line	W Classroom Mine-Computer Labs (3)

Extracurricular Activities

W Student Council	W ASU/ATP Summer Enrichment School
W Junior Achievement	W CLIP/Reading Before & After School
W Choral Groups	W Afterschool Enrichment Clubs
W Standards-based Homework Club	W Jump It's For Life

School/Community Resources

W Before/After School Care	W Breakfast/Lunch Programs
W Clothing Bank	W Community Classes
W Counseling/Health Services	W Afterschool Academic Programs
W Liaison from Tempe Police Department	W Recreational Activities

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W AIMS scores have increased in all areas. NWEA level tests showed that most students made at least one year's growth from the Spring to the Fall in reading and math. Wood Students exceeded or met district's achievement on both AIMS and level tests.</p> <p>W Efforts by school committees and teachers to increase family contacts have led to exemplary attendance at school conferences, Family Night and other scheduled events.</p> | <p>W Community relations through business partnerships have increased career awareness opportunities for students. Programs exist with Motorola, Junior Achievement, ADDECO, Enerprise Car Rental, Bank One, Fiesta Mall, SRP, and ATA Black Belt Academy.</p> <p>W Our STAR attendance and Family Support teams provide incentives and feedback to pupils which decrease tardies and absences. We reward classes with the highest weekly attendance. SRP donates bicycles to raffle for students with perfect attendance.</p> |
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Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	21.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.7 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

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

Award/Honor	Year
Diablos Award: Wood School Multi Cultural Festival	2002
Character Counts Grant	2002
Diablos Award: Oregon Trail Simulation	2002
American Productivity & Quality Center (APQC) Recog.	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E	
Grade 3	Reading	School	62	524	6%	21%	47%	26%
	State	58840	524	9%	17%	45%	29%	
Writing	School	61	556	5%	7%	67%	21%	
	State	57282	541	10%	12%	63%	16%	
Mathematics	School	62	531	8%	24%	31%	37%	
	State	59030	517	11%	27%	35%	27%	

Legend

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

Grade 5

Reading	School	75	497	25%	19%	48%	8%
	State	61305	505	21%	20%	43%	15%
Writing	School	74	503	22%	28%	38%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	75	513	13%	27%	5%	55%
	State	61760	494	14%	40%	12%	34%

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

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	84	56	60	--	--	--
2	Reading	--	--	--	100	46	50	61	64	52	76	60	53	64	52	57
	Language	--	--	--	100	36	40	64	58	43	78	49	44	66	39	48
	Mathematics	--	--	--	100	45	51	66	69	55	78	65	57	66	58	61
3	Reading	100	26	47	100	37	47	74	41	48	73	44	50	75	44	50
	Language	100	33	49	100	37	51	74	54	54	74	38	56	76	52	57
	Mathematics	100	27	46	100	29	49	70	56	52	75	45	54	75	45	56
4	Reading	100	45	53	100	44	54	87	51	54	70	56	55	71	42	55
	Language	100	42	47	100	44	49	89	43	48	70	51	50	76	38	50
	Mathematics	100	38	51	100	41	54	92	56	55	69	53	57	72	45	58
5	Reading	100	37	51	100	46	51	77	44	51	89	42	51	83	42	53
	Language	98	30	42	100	39	44	82	36	45	90	38	45	83	42	47
	Mathematics	100	33	51	100	35	54	84	55	55	95	48	57	82	58	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	37	28
Grades 3-4	77	84
Grades 4-5	69	79
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Character Counts pillars program has been implemented in grades K-5. Grades K-2 are also learning I Messages and Peace Paths. Think Time is used daily in the classrooms as a discipline plan. Disruptive students leave their room to process their behavior until they are ready to be invited back. Uniforms are mandatory. We also celebrate Red Ribbon Week to reaffirm the choice to be drug free.

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).

2

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,451	\$2,006,398
Classroom Supplies	\$37	\$21,362
Administration	\$447	\$259,871
Support Services-Students	\$158	\$91,808
Other Support Services and Operations	\$814	\$473,009
Total Expenditures- All Categories 2000-2001	\$4,907	\$2,852,448

Total Expenditures may not be exact because of rounding. Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM). (School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Nancy S. Haugen	(480) 838-0711	7505
Transportation Policy	Paul Novak	(480) 350-9006	7618
Community Resources	Dot Hernandez	(480) 838-0711	7516
School Nutrition Programs	Pam Gorowara	(480) 774-2126	
Parent Organization	Jennifer Thompson	(480) 838-0711	2569
Student Health/Nurse	Patricia Keller-Goodell	(480) 838-0711	7503

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/ on the Internet.

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