

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Sam Hughes Elementary School

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

Tucson Unified District  
700 N. Wilson Avenue, Tucson, AZ 85719

**Principal:** Mrs. Roseanne Cole  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [edweb.tusd.k12.az.us/sam\\_hughes/](http://edweb.tusd.k12.az.us/sam_hughes/)  
**E-mail:** [roseanne.cole@tusd.k12.az.us](mailto:roseanne.cole@tusd.k12.az.us)

**Grades:** K-5  
**2002 Enrollment:** 275  
**Phone:** (520) 232-7400  
**Fax:** (520) 232-7401

## ∨ School Overview ∨

### Mission

Our mission is to create a safe and nurturing learning environment. It is our responsibility to set high expectations and to ensure that learning takes place for all. Sam Hughes School is a place where children and adults are encouraged to take risks and to experience the joy of learning. Together, we will develop responsible, involved citizens who are motivated to think critically, to learn continuously, and are able to face the challenges of the future.

### Organization and Philosophy

- w Home-School Partnerships
- w Community Partnerships
- w Strong Academic Focus
- w Grade and Cross-grade Collaborations

### School/Academic Goals

- w To fully implement balanced literacy in all classrooms, Kindergarten through grade 5.
- w To provide students with a strong science curriculum and hands-on, mind-on instruction.

### Instructional Programs

- w Inclusion Model for Special Education
- w Itinerant Gifted
- w Full-day Kindergarten
- w Music Program
- w Physical Education
- w Balanced Literacy Instruction
- w Afterschool Enrichment Classes
- w Strong Arts Program

- w To provide students with the opportunity to learn about history through the arts.

### Enrollment

October 1, 2001 School Year Student Enrollment:	299
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	68

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Tax Credit Contributions/Expenditures
- w Design of Management Assessment Plan
- w Data Collection and Analysis
- w Program Development
- w Shared Decision Making

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	3.90	Teacher Aide	2.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Sam Hughes School has the responsibility of providing a safe learning environment for all children. Teachers are responsible for implementing the core curriculum established by the district and ensuring that all students meet or exceed the Arizona Academic Standards. The school must keep the parents informed through newsletters, phone lines and other published communications.

**Parents**

Parents have the responsibility to get their children to school on time and ready to learn. Parents are expected to support the school rules and policies. Helping students with homework by establishing a quiet space and time is important. Parents are encouraged to participate in the PTA and its sponsored activities. Open communication with the principal and school staff is vital. Volunteerism is encouraged, both in the classrooms, at school and PTA-sponsored activities.

∨ **Transportation Policy** ∨

The Tucson Unified School District's Rights and Responsibilities Guidelines are in effect to and from school. Every child's safety is a priority regardless of how they get to school. The majority of our students either walk, are driven by family members or participate in carpools. For the students who ride the bus, the TUSD Transportation Policy is in effect.



## ∨ 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

- W The 2002-03 School Year marks the 75th year that Sam Hughes School has been serving the educational needs of Tucson Children. Celebrations are taking place throughout the year, with a special commemorative week from October 21-25.
- W The Sam Hughes School Community raised \$33,000 in tax credit donations in support of extracurricular activities.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	14.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	11.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.7 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

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

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

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

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

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

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

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

## ∨ School Honors ∨

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

Award/Honor	Year
Award to Librarian to attend Am. Assoc. of Lib. Conf.	2001
Arizona Commission of the Arts Grant	2002
Educational Enrichment Foundation Grants	2002

## ∨ Academic Achievement Indicators ∨

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

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	39	556	5%	5%	23%	67%
	State	58840	524	9%	17%	45%	29%
Writing	School	37	578	3%	3%	62%	32%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	39	549	5%	10%	23%	62%
	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	52	519	21%	10%	35%	35%
	State	61305	505	21%	20%	43%	15%
Writing	School	50	544	8%	16%	44%	32%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	50	531	8%	18%	16%	58%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

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

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

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

## ∨ Mathematics Education and AIMS ∨

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

## ∨ Academic Achievement Indicators ∨

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

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

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

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	89	63	60	--	--	--
2	Reading	--	--	--	100	63	50	86	58	52	100	62	53	77	75	57
	Language	--	--	--	100	62	40	90	63	43	100	65	44	77	78	48
	Mathematics	--	--	--	100	68	51	94	55	55	100	70	57	85	68	61
3	Reading	88	73	47	91	58	47	99	70	48	100	64	50	82	82	50
	Language	87	70	49	93	54	51	100	66	54	100	66	56	84	77	57
	Mathematics	88	65	46	93	53	49	99	67	52	100	57	54	84	81	56
4	Reading	95	71	53	100	78	54	90	68	54	98	74	55	75	71	55
	Language	95	60	47	100	67	49	88	64	48	100	57	50	77	55	50
	Mathematics	95	61	51	100	64	54	88	61	55	100	61	57	75	56	58
5	Reading	98	83	51	96	74	51	93	82	51	100	73	51	88	71	53
	Language	96	55	42	98	66	44	97	75	45	100	63	45	86	65	47
	Mathematics	100	72	51	98	70	54	99	81	55	100	77	57	90	65	59

∨ **Measure of Academic Progress** ∨

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

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

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

	<b>Reading</b> Percentage of Students Achieving One Year's Growth	<b>Math</b> Percentage of Students Achieving One Year's Growth
<b>Grades 2-3</b>	<b>94</b>	<b>72</b>
<b>Grades 3-4</b>	<b>58</b>	<b>61</b>
<b>Grades 4-5</b>	<b>66</b>	<b>64</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

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

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

A comprehensive Emergency Plan is in place. Sam Hughes is committed to providing an environment free of threat. In-class guidance lessons teach students the strategies and vocabulary necessary to solve their own problems. These skills are reinforced throughout the building, from the playground to the principal's office. When necessary, a schoolwide Progressive Discipline Plan is in effect and used by the staff and administration.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

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

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

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,245	\$904,429
Classroom Supplies	\$28	\$7,741
Administration	\$535	\$149,018
Support Services-Students	\$404	\$112,533
Other Support Services and Operations	\$848	\$236,190
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,059</b>	<b>\$1,409,911</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

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

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

## ∨ Contacts ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Jan Ochoa	(520) 232-7400	
<b>Transportation Policy</b>	Ron Stacy	(520) 225-4800	
<b>Community Resources</b>	Roseanne Cole	(520) 232-7400	
<b>School Nutrition Programs</b>	Pam Palmo	(520) 225-4720	
<b>Parent Organization</b>	Kathy Munding	(520) 232-7400	
<b>Student Health/Nurse</b>	Eileen Vasko	(520) 232-7400	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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