

# Jane Dee Hull Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

2424 E. Maren Drive, Chandler, AZ 85249

Chandler Unified 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 \*

New School\*\*

\*\* Some schools will not receive an Achievement Profile until October 2004.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mrs. Janis Kay Weyenberg  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-6  
2003 Enrollment : 1061  
Web Address : ww2.chandler.k12.az.us/hull-elementary  
Phone Number : (480) 883-4500  
Fax Number : (480) 883-4520  
E-mail : weyenbergj@chandler.k12.az.us

### Mission

Our mission at Jane Dee Hull Elementary School is to provide students with the knowledge, skills, and attitudes necessary to be lifelong learners and responsible citizens.

### School / Academic Goals

- Students will exceed one year's growth in reading, language, and mathematics as measured by district and norm-referenced tests.
- The Hull Elementary School staff will actively seek ways to implement programs designed to involve parents and the community.

### Instructional Programs

- Technology
- On-site Special Education
- After School Classes
- The Arts

### Enrollment

October 1, 2002 School Year Student Enrollment : N/A  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 42

### Calendar Information

Number of Instruction Days : 177  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 7/30/2003  
Last Day of School : 6/3/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relationships
- Ü School Safety Issues
- Ü Textbook Selection
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Technology

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	49.41
Other Professional Staff	5.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	1	0
4 to 6 years	3	3	0	0
7 to 9 years	2	6	0	0
10 or more years	4	23	0	0

Shared Responsibilities

School

We provide a quality education to further each child's intellectual, social, physical, and moral growth. Hull's programs and practices will foster the development of sound character, self-worth, creativity, democratic values, and self-discipline.

Parents

Parents are viewed as partners. Their support and involvement is essential. Parents take an active role in their child's school life. We expect students to attend school regularly, dress appropriately, act responsibly, and be prepared for class.

Resources Available at School Site

Special Facilities

- Ü Two Multimedia Technology Labs
- Ü Media Center

Extracurricular Activities

- Ü Foreign Language Classes
- Ü Technology Clubs
- Ü Young Astronauts Club
- Ü Art Masterpiece

Social Services

- Ü After School Programs
- Ü Health Services
- Ü Church Services
- Ü Lunch Program

Transportation Policy

Hull's attendance area is eight square miles. Bus transportation is provided for students living more than one mile from school. Students being transported are provided with a copy of the school bus rules and are to obey the driver's instructions.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Students in K-6 have exceeded one year's growth in reading, language, and mathematics as measured by district and norm-referenced tests.
  
- ü Students in each grade level use technology as a tool to supplement their learning.

School Honors

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

Award/Honor	Year
ü Channel 3 Silver Apple Award	2002
ü Apple Achievement Award	2003
ü Artist-in-Residence Grant	2003
ü Clean School Award	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	100	95	94	96
Transfers Out <sup>3</sup>	6	20	20	20
Transfers In <sup>4</sup> (Within District)	3	2	2	2
Transfers In <sup>5</sup> (Out of District)	11	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	53
Grades 3-4	77	78
Grades 4-5	60	59
Grades 5-6	81	66

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 2002-03. 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 2003. 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. 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).

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	134	2034	75372	98	98	101	535	529	523	3	7	9	13	20	25	48	39	36	36	34	30
All Students (Prior Year)	91	1949	70809	NA	NA	NA	536	522	518	2	8	11	12	26	27	50	37	35	35	30	27
Female	70	1023	36901	99	98	101	529	529	524	3	8	8	12	20	25	61	39	36	24	34	31
Male	64	1011	38385	97	98	101	543	529	523	4	6	9	13	21	24	33	39	36	50	33	30
African American	NC	114	3589	NC	96	96	NC	505	501	NC	19	18	NC	25	33	NC	36	33	NC	20	16
Hispanic	18	655	29103	95	100	99	518	506	510	13	15	12	6	30	31	56	37	36	25	18	20
Asian/Pacific Islander	NC	83	1574	NC	98	96	NC	561	549	NC	0	3	NC	12	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	NC	26	5086	NC	93	114	NC	507	491	NC	9	22	NC	35	38	NC	43	28	NC	13	12
White	103	1148	34597	97	97	98	539	541	535	2	3	4	12	15	20	48	40	38	38	42	38
Students with Disabilities	17	210	8057	NA	NA	99	504	506	496	0	20	23	67	31	31	33	26	28	0	23	17
Students without Disabilities	117	1824	67315	85	88	101	536	530	525	3	6	8	11	20	24	49	40	37	37	35	31
Limited English Proficient Students	NC	357	16925	NC	NA	112	NC	482	482	NC	27	27	NC	42	40	NC	26	26	NC	5	7
Migrant Students	NC	55	869				NC	486	501	NC	29	17	NC	35	30	NC	29	39	NC	6	14
Economically Disadvantaged	--	433	26325				--	503	504	--	19	15	--	31	34	--	30	33	--	20	18
Non-Economically Disadvantaged	134	1601	49047				535	535	530	3	4	6	13	18	21	48	41	37	36	37	35

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	134	2040	75221	98	98	101	534	529	523	2	5	8	8	12	16	68	57	56	22	25	21
All Students (Prior Year)	93	1951	70860	NA	NA	NA	536	531	524	2	6	9	11	14	17	54	47	45	33	32	30
Female	70	1024	36833	99	98	100	535	532	526	2	5	6	11	12	15	65	56	56	23	28	23
Male	64	1016	38319	97	98	101	532	526	520	2	6	9	6	13	17	72	58	56	20	23	18
African American	NC	113	3597	NC	95	97	NC	516	510	NC	10	14	NC	17	22	NC	57	53	NC	16	11
Hispanic	18	656	29019	95	100	99	513	512	513	6	13	12	19	23	21	75	51	55	0	13	13
Asian/Pacific Islander	NC	84	1572	NC	99	95	NC	546	536	NC	2	2	NC	2	9	NC	60	57	NC	37	31
American Indian/Alaskan Native	NC	26	5071	NC	93	114	NC	509	502	NC	13	20	NC	22	27	NC	65	46	NC	0	8
White	103	1153	34543	97	97	97	538	537	531	1	2	4	7	8	12	65	59	58	27	32	26
Students with Disabilities	17	211	8006	NA	NA	99	504	512	505	0	16	22	33	19	23	67	49	42	0	16	13
Students without Disabilities	117	1829	67215	85	88	101	534	530	524	2	5	7	8	12	16	68	57	56	22	26	21
Limited English Proficient Students	NC	358	16853	NC	NA	112	NC	491	489	NC	28	29	NC	37	36	NC	32	32	NC	3	3
Migrant Students	NC	55	866				NC	496	503	NC	32	19	NC	19	23	NC	39	49	NC	10	8
Economically Disadvantaged	--	430	26256				--	510	509	--	16	14	--	24	24	--	46	51	--	14	11
Non-Economically Disadvantaged	134	1610	48965				534	534	528	2	3	5	8	10	13	68	59	58	22	28	24

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	133	2003	73654	97	96	99	544	540	530	3	6	9	9	10	13	79	74	70	9	10	7
All Students (Prior Year)	93	1933	68592	NA	NA	NA	557	552	542	2	6	9	5	9	12	74	64	63	19	20	16
Female	70	1010	36239	99	97	99	548	546	537	3	4	7	8	9	11	77	74	72	12	13	10
Male	63	992	37301	95	96	98	538	533	523	2	7	12	11	11	15	81	75	68	6	7	5
African American	NC	113	3488	NC	95	94	NC	524	515	NC	8	16	NC	20	18	NC	66	62	NC	6	4
Hispanic	18	636	28348	95	97	96	532	524	520	6	12	13	19	15	17	69	66	65	6	6	5
Asian/Pacific Islander	NC	83	1558	NC	98	95	NC	553	547	NC	0	3	NC	5	8	NC	75	76	NC	20	13
American Indian/Alaskan Native	NC	26	4947	NC	93	111	NC	524	507	NC	13	22	NC	13	22	NC	70	53	NC	4	3
White	102	1140	33924	96	96	96	545	548	537	2	2	5	9	6	10	79	79	75	10	12	9
Students with Disabilities	16	194	7306	NA	NA	90	487	517	506	33	18	24	33	14	20	33	63	52	0	5	4
Students without Disabilities	117	1809	66348	85	87	100	545	541	531	2	5	8	9	9	13	80	75	71	9	11	8
Limited English Proficient Students	NC	346	16422	NC	NA	109	NC	502	495	NC	24	30	NC	26	27	NC	49	43	NC	1	0
Migrant Students	NC	54	849				NC	512	511	NC	29	19	NC	13	22	NC	48	56	NC	10	4
Economically Disadvantaged	--	426	25711				--	521	514	--	15	16	--	17	19	--	61	61	--	7	3
Non-Economically Disadvantaged	133	1577	47943				544	544	535	3	3	7	9	8	11	79	78	74	9	11	9

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	145	2101	76230	100	99	101	513	510	498	4	8	12	31	33	38	18	15	12	47	45	37
All Students (Prior Year)	75	1912	72888	NA	NA	NA	504	498	494	9	10	14	34	40	40	18	14	12	40	36	34
Female	68	999	37247	101	98	100	512	510	500	3	7	11	33	35	40	19	15	13	45	43	37
Male	77	1097	38725	99	100	101	513	510	497	4	8	14	30	31	37	16	14	12	49	47	37
African American	11	129	3594	110	95	96	495	489	476	10	17	22	40	40	46	20	11	11	30	32	21
Hispanic	23	693	28100	96	100	98	496	493	482	14	14	18	43	40	47	10	14	11	33	32	24
Asian/Pacific Islander	NC	70	1447	NC	93	95	NC	548	527	NC	0	5	NC	17	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	NC	20	5292	NC	77	113	NC	492	463	NC	19	31	NC	38	47	NC	13	8	NC	31	14
White	106	1168	35389	100	98	96	518	518	514	1	4	6	27	30	32	20	15	14	52	51	48
Students with Disabilities	13	260	9022	NA	NA	105	NA	474	465	NA	27	31	NA	37	43	NA	7	8	NA	29	17
Students without Disabilities	132	1841	67208	91	87	100	513	512	500	4	7	12	31	32	38	18	15	12	47	46	38
Limited English Proficient Students	NC	316	14826	NC	NA	113	NC	467	460	NC	25	31	NC	52	51	NC	9	8	NC	14	10
Migrant Students	--	53	837				--	483	478	--	18	19	--	47	51	--	6	8	--	29	21
Economically Disadvantaged	--	423	25037				--	493	477	--	14	21	--	39	47	--	14	11	--	33	21
Non-Economically Disadvantaged	145	1678	51193				513	514	507	4	6	9	31	31	35	18	15	13	47	48	43

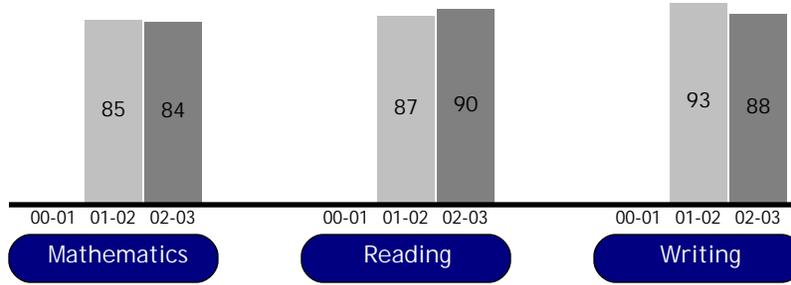
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	2096	76202	99	99	101	514	509	505	4	13	19	24	22	24	62	52	46	10	13	11
All Students (Prior Year)	77	1915	72779	NA	NA	NA	504	506	505	17	17	21	17	22	20	53	46	43	13	16	15
Female	66	998	37231	99	98	100	515	510	507	2	10	16	23	22	24	66	55	48	10	13	13
Male	77	1093	38718	99	99	101	512	507	503	6	15	22	25	24	24	58	49	44	10	12	10
African American	11	129	3600	110	95	97	505	504	497	0	21	28	20	22	29	80	48	39	0	9	5
Hispanic	23	689	28090	96	99	98	504	498	497	5	25	28	40	30	30	50	38	37	5	6	5
Asian/Pacific Islander	NC	70	1443	NC	93	95	NC	526	515	NC	0	9	NC	14	19	NC	54	53	NC	32	19
American Indian/Alaskan Native	NC	21	5311	NC	81	113	NC	494	491	NC	29	38	NC	29	31	NC	35	28	NC	6	3
White	104	1166	35371	98	98	96	516	514	512	4	7	10	22	20	20	62	59	54	12	15	16
Students with Disabilities	12	258	9097	NA	NA	106	NA	496	493	NA	36	39	NA	27	27	NA	31	29	NA	6	5
Students without Disabilities	131	1838	67105	90	87	100	514	509	506	4	12	18	24	22	24	62	53	47	10	13	12
Limited English Proficient Students	NC	315	14780	NC	NA	113	NC	486	486	NC	45	50	NC	40	32	NC	15	18	NC	0	1
Migrant Students	--	53	832				--	491	492	--	41	36	--	32	31	--	26	31	--	0	3
Economically Disadvantaged	--	420	24961				--	497	495	--	27	32	--	33	30	--	35	34	--	6	4
Non-Economically Disadvantaged	143	1676	51241				514	511	509	4	10	14	24	20	22	62	56	51	10	14	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	143	2069	74692	99	98	99	518	514	502	5	11	18	26	24	27	59	55	47	9	10	8
All Students (Prior Year)	76	1886	70710	NA	NA	NA	526	519	512	12	12	17	19	25	26	52	44	42	17	18	16
Female	68	996	36710	101	98	99	526	520	509	2	9	14	19	20	26	70	59	50	9	12	10
Male	75	1068	37742	96	97	98	510	507	495	9	13	22	33	28	28	48	51	44	9	9	6
African American	11	124	3516	110	91	94	507	508	487	10	16	26	20	28	31	70	45	39	0	11	4
Hispanic	23	684	27492	96	99	96	509	493	486	0	21	27	38	31	32	57	43	38	5	5	4
Asian/Pacific Islander	NC	69	1428	NC	92	94	NC	548	528	NC	2	8	NC	19	20	NC	47	54	NC	32	18
American Indian/Alaskan Native	NC	20	5166	NC	77	110	NC	481	470	NC	38	39	NC	19	32	NC	44	27	NC	0	2
White	104	1156	34785	98	97	94	520	523	517	6	6	10	25	20	23	57	62	56	12	11	11
Students with Disabilities	12	243	8428	NA	NA	98	NA	481	472	NA	30	38	NA	29	30	NA	37	29	NA	4	3
Students without Disabilities	131	1826	66264	90	86	99	518	515	503	5	10	17	26	24	27	59	56	48	9	10	8
Limited English Proficient Students	NC	308	14363	NC	NA	109	NC	463	459	NC	39	47	NC	39	34	NC	21	19	NC	0	1
Migrant Students	--	51	814				--	469	475	--	41	33	--	28	37	--	31	27	--	0	2
Economically Disadvantaged	--	416	24507				--	491	480	--	23	31	--	31	33	--	41	33	--	5	3
Non-Economically Disadvantaged	143	1653	50185				518	519	511	5	9	13	26	22	24	59	58	53	9	11	10

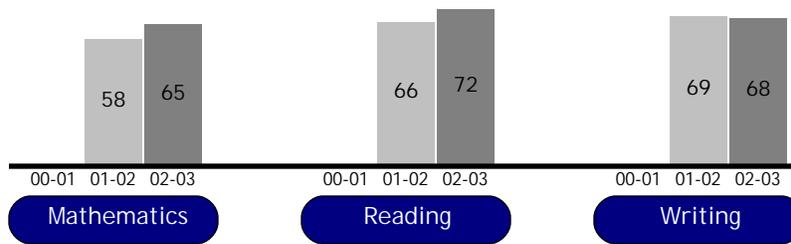
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2002-03

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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	60	53	94	66	53	44	89	58	57	50
	Language	--	--	53	45	94	62	50	39	99	51	53	43
	Mathematics	--	--	63	56	94	84	63	52	100	65	63	57
3	Reading	--	--	56	50	93	60	51	43	100	64	56	47
	Language	--	--	61	55	93	72	57	50	100	77	63	54
	Mathematics	--	--	59	53	93	67	56	50	100	69	61	54
4	Reading	--	--	59	55	94	63	56	47	98	70	60	52
	Language	--	--	55	50	94	62	53	45	100	70	54	48
	Mathematics	--	--	60	56	94	75	59	52	100	72	61	57
5	Reading	--	--	57	51	95	61	54	46	99	63	58	50
	Language	--	--	51	46	95	50	50	43	100	60	54	46
	Mathematics	--	--	63	56	95	68	60	54	100	69	65	57
6	Reading	--	--	59	54	93	69	57	49	98	62	59	53
	Language	--	--	52	46	93	61	51	42	99	51	52	45
	Mathematics	--	--	68	61	95	78	65	58	99	66	68	62

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 Safety

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

Hull promotes a safe, orderly learning climate. The following procedures are in place: Monthly fire drills; badges worn by staff; volunteers sign-in and wear badges; district security visits daily; and a Crisis Management Plan is in place.

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	Janis K. Weyenberg	(480) 883-4500
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Janis K. Weyenberg	(480) 883-4500
School Nutrition Programs	Cathy Brown	(480) 812-7275
Parent Organization	J. Tanquary/B. Lewis	(480) 883-4500
Student Health/Nurse	Janet Liles	(480) 883-4500

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. 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).

11 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)