

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Brichta Elementary School

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

Tucson Unified District
2110 W. Brichta Drive, Tucson, AZ 85745

Principal: Mrs. Sabrina Cruz
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: sabrina.cruz@tUSD.k12.az.us

Grades: K-5
2002 Enrollment: 361
Phone: (520) 225-1100
Fax: (520) 225-1101

∨ School Overview ∨

Mission

All faculty and staff at Brichta are committed to providing a quality education which addresses the academic, physical and social-emotional needs of our students. Brichta serves a diverse population of 361 students. Brichta offers full-day Kindergarten, self-contained exceptional education classes in grades 3-5 and a bilingual program in grades K-3. Brichta's instructional budget is supplemented with desegregation funds that reduce class size and provide a full-time librarian and counselor.

Organization and Philosophy

- w Self-contained Classrooms
- w Multiage Classrooms
- w Parental Involvement
- w Small Classes

School/Academic Goals

- w Effective instructional practices create a community of learners where all students achieve their full potential.
- w A variety of cultural practices and perspectives are integrated in all curricular areas and content instruction. Culture, ethnicity, gender, age and individual abilities are respected.
- w Students will demonstrate appropriate behavior, respect for others and responsibility for being positive contributors to the school.
- w Parents and school staff will work together to enable parents and community members to participate in their children's education in a variety of roles such as learner, teacher, advocate and committee member.

Instructional Programs

- w Full-day Kindergarten
- w Bilingual Classes Available Grades K-3
- w On-site Special Education
- w SEI Classes Available K-5

Enrollment

October 1, 2001 School Year Student Enrollment:	344
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	37

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

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

Council Duties

- W Establishment of School Goals
- W Promoting Academic Achievement
- W Site Improvements
- W School Safety Issues
- W Interview Committee
- W Oversee K-3 Budget

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	4.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

School responsibilities to parents include assurance of safe environment; high academic standards; board-adopted student rights and responsibilities; school handbook; school newsletters; survey of attitudes via school quality survey; published homework policy; representation on site council; provision of information regarding district and school goals and information regarding the TUSD BOLD! Game.

Parents

Parent responsibilities to the school include assurance of student attendance and on-time arrival and departure; communication regarding attendance; issues affecting the child and concerns or questions; volunteering in classroom and school activities; support for homework; participation in leadership (site council, PTO); support for multicultural diversity appreciation goals and activities; support for school safety and discipline; and encouragement of positive attitude toward school.

∨ **Transportation Policy** ∨

Transportation policy is set at district level.

∨ Calendar Information ∨

Number of Instruction Days: 177 **First Day of School:** 8/15/02
Average Daily Instruction Time: 5 hrs. 30 min. **Last Day of School:** 5/21/03
Operates on Traditional Schedule

Report Card Release Dates

10/23/02 1/6/03 3/17/03 5/21/03

Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Library/Media Center

W Science/Fine Arts Portable

Extracurricular Activities

W Afterschool Sports (Seasonal)

School/Community Resources

W Counseling Services

W Afterschool Program (Fee)

W Breakfast Program

W Lunch Program

W Clothing/Food Banks

W Health/Wellness Centers (Off-site)

∨ 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 NDS

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	15.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
NDS	

∨ 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	39	534	3%	10%	59%	28%
	School State	58840	524	9%	17%	45%	29%
Writing	School	34	548	0%	12%	76%	12%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	38	500	5%	34%	58%	3%
	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	45	498	36%	27%	29%	9%
	State	61305	505	21%	20%	43%	15%
Writing	School	45	484	33%	27%	36%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	46	466	20%	59%	11%	11%
	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	--	--	--	--	--	--	--	--	--	94	39	60	--	--	--
2	Reading	--	--	--	100	43	50	100	36	52	98	53	53	82	39	57
	Language	--	--	--	100	41	40	100	44	43	100	50	44	81	31	48
	Mathematics	--	--	--	100	42	51	100	52	55	95	49	57	81	48	61
3	Reading	76	40	47	100	49	47	100	50	48	84	54	50	84	53	50
	Language	76	45	49	100	51	51	100	51	54	84	56	56	81	60	57
	Mathematics	75	30	46	100	44	49	100	42	52	84	45	54	81	45	56
4	Reading	64	56	53	100	45	54	91	48	54	75	59	55	73	58	55
	Language	64	47	47	100	39	49	95	45	48	75	55	50	73	51	50
	Mathematics	67	49	51	100	34	54	98	40	55	77	49	57	73	47	58
5	Reading	82	55	51	100	48	51	94	51	51	69	51	51	72	43	53
	Language	82	49	42	100	50	44	97	52	45	69	46	45	71	39	47
	Mathematics	79	61	51	100	46	54	94	53	55	69	50	57	71	39	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	64	59
Grades 3-4	74	58
Grades 4-5	60	55
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

Brichta uses a variety of citizenship programs to promote non-violent solutions to conflict situations; pro-social responses to life issues and drug/alcohol/gang prevention. SRO Officer comes to visit school regularly to instruct students on various safety topics.

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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,521	\$1,182,297
Classroom Supplies	\$26	\$8,692
Administration	\$529	\$177,569
Support Services-Students	\$335	\$112,594
Other Support Services and Operations	\$647	\$217,421
Total Expenditures- All Categories 2000-2001	\$5,058	\$1,698,573

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Sabrina Cruz	(520) 225-1100	
Transportation Policy	Ron Stacy	(520) 225-4800	
Community Resources	Sabrina Cruz	(520) 225-1100	
School Nutrition Programs	Pamela Palmo	(520) 225-4720	
Parent Organization	Carol Brasch	(520) 225-1100	
Student Health/Nurse	Michele Bennett	(520) 225-1117	

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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