

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Corbett Elementary School

Tucson Unified District
5949 E. 29th Street, Tucson, AZ 85711-6899

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

Principal: Ms. Joyce Dillon
Schedule: 7:30 AM to 4:00 PM
Web Address: www.corbettschool.org
E-mail: joyce.dillon@tUSD.k12.az.us

Grades: K-5
2002 Enrollment: 620
Phone: (520) 584-4900
Fax: (520) 584-4901

∨ School Overview ∨

Mission

Our purpose is to work with families and the community to meet each child's educational needs, now and in the future. We strive to help all children develop into mature, responsible adults able to cope and thrive in an increasingly complex world.

Organization and Philosophy

- w Success For All
- w Corbett Parental Involvement
- w Integrated Inquiry-based Instruction
- w Opening Minds Through the Arts

Instructional Programs

- w SEI
- w Full-day Kindergarten
- w Gifted and Talented Education
- w Inclusive Special Education Model
- w Success For All
- w Multiage Classes
- w DESERT Science Cohort
- w Opening Minds Through the Arts

School/Academic Goals

- w Five percent (5%) increase in the composite reading scores for all students attending Corbett for at least two years.
- w At least 95% of Corbett students will attend school on a daily basis.
- w Each student will keep a working writing portfolio and a show portfolio, demonstrating improvement in written language, vocabulary development, punctuation and usage.
- w Students will keep an inquiry-based science notebook in conjunction with the DESERT project initiative.

Enrollment

October 1, 2001 School Year Student Enrollment:	618
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	45

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)
 6 Teacher(s)
 6 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Instructional Strategies
 w Curriculum Development
 w School Safety Issues
 w Staff Development
 w Student Discipline
 w Tax Credit Allocations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	6.00	Teacher Aide	5.00

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	1	0	0	0
7 to 9 years	1	0	0	0
10 or more years	7	22	0	0

∨ **Shared Responsibilities** ∨

School

It is our responsibility to provide students with all the materials they will need for a successful education. We communicate with parents through weekly and monthly newsletters, conferences, home visits, telephone calls and computerized updates. It is important that we have clear-cut educational goals and objectives for students and that we work diligently with parents and extended families to help students achieve these objectives.

Parents

Parents are encouraged to become involved in their child's education by participating in classrooms, becoming involved with the PTA and supporting the many educational activities that go on at school. Parents are responsible for working with the staff to ensure consistent, timely student attendance. Positive communication between home and school makes for successful students.

∨ **Transportation Policy** ∨

Students are transported from the far east side of Tucson to attend the GATE program. All other neighborhood students live within the one-square-mile attendance area and walk to school.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/15/02
Average Daily Instruction Time: 5 hrs. 45 min. **Last Day of School:** 5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/19/02 12/20/02 3/17/03 5/21/03

Additional Calendar/Report Card Information

Progress Reports: Students are scored on a four-point rubric scale that explains to parents how their children are progressing in school. These scores are used in conjunction with student portfolios to explain student progress. TUSD also uses the Six Point, Six Trait Writing Program.

∨ **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 Computer Lab
- W Gifted Pull-out Program
- W Head Start
- W Self-contained Classes for the Gifted

Extracurricular Activities

- W Project Shine Fine Arts/Literacy
- W Mentoring
- W Chorus
- W Science Club
- W Chess
- W KIDCO
- W Band/Orchestra
- W Basketball/Softball

School/Community Resources

- W Afterschool Program
- W Lunch Program
- W Counseling Services
- W Parenting Assistance
- W Breakfast Program
- W Clothing/Food Banks
- W Adult Education
- W Behavioral Intervention

∨ 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 Eighty-eight percent (88%) of our students are reading at or above grade level in reading.</p> <p>W Corbett Library awarded Best Media Library in the United States 2001-02 school year. Fully open library with librarian teaching writing skills in classrooms and in small groups in the library.</p> | <p>W Students are continuing to show increased growth in written language development, including meaningful sentences, paragraph development and research skills. Students are developing inquiry-based science notebooks.</p> <p>W Excellent volunteer programs: Reading Seed; Big Brothers/Big Sisters; Volunteers in Prevention; University of Arizona African American Studies Program; Corbett Neighborhood Association; At-risk Intervention Program; Tucson Youth Development Project.</p> |
|---|---|

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	15.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	9.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.3 %	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
1st Place Best Media Library in US	2001
3rd Place Odyssey of the Mind, State	1999
2nd Place National Sears Invention Award	1999
1st Place TUSD/City Track and Field	2001

∨ 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	94	529	11%	16%	43%	31%
	School State	58840	524	9%	17%	45%	29%
Writing	School	87	555	10%	7%	53%	30%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	96	527	9%	22%	32%	36%
	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	92	509	14%	24%	34%	28%
	State	61305	505	21%	20%	43%	15%
Writing	School	87	545	13%	20%	34%	33%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	92	515	10%	34%	12%	45%
	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	--	--	--	--	--	--	--	--	--	80	66	60	--	--	--
2	Reading	--	--	--	100	61	50	77	49	52	83	52	53	78	59	57
	Language	--	--	--	100	53	40	86	50	43	85	45	44	79	53	48
	Mathematics	--	--	--	100	58	51	82	53	55	85	58	57	80	56	61
3	Reading	82	49	47	100	66	47	93	59	48	87	66	50	97	52	50
	Language	82	49	49	100	64	51	92	66	54	86	70	56	93	63	57
	Mathematics	82	45	46	100	52	49	90	62	52	86	65	54	96	60	56
4	Reading	90	57	53	100	56	54	91	65	54	82	71	55	89	62	55
	Language	92	50	47	100	48	49	94	55	48	84	60	50	89	53	50
	Mathematics	93	50	51	100	50	54	97	51	55	84	68	57	90	55	58
5	Reading	100	66	51	100	60	51	92	59	51	82	60	51	85	64	53
	Language	98	61	42	100	46	44	90	50	45	83	51	45	85	55	47
	Mathematics	98	67	51	100	57	54	95	60	55	83	62	57	85	66	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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	80	85
Grades 3-4	70	63
Grades 4-5	76	74
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

All Corbett school staff members are committed to providing a safe and orderly learning environment for all students. Students participate in individual, small group and total class instruction in decision-making and life skills choices. Older students/classes are paired with younger students/classes to foster responsibility and caring amongst students. Classical music is played throughout the day in all common areas, as well as outside, to help create a peaceful, focused environment.

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).

1

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	\$3,166	\$1,978,890
Classroom Supplies	\$24	\$15,153
Administration	\$499	\$312,093
Support Services-Students	\$409	\$255,814
Other Support Services and Operations	\$631	\$394,085
Total Expenditures- All Categories 2000-2001	\$4,730	\$2,956,035

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	Joyce Dillon	(520) 584-4900	
Transportation Policy	Ron Stacey	(520) 225-4800	
Community Resources	Kathi Finfrock	(520) 584-4492	
School Nutrition Programs	Pam Palmo	(520) 225-4720	
Parent Organization	Kim Grimes	(520) 584-4900	
Student Health/Nurse	Janet Lew	(520) 584-4900	

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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