

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7575 E. Palma Street, Tucson, AZ 85710

Tucson 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Lisa M. McCorkle
 Schedule : 7:15 AM to 3:45 PM
 Grades : K-5
 2004 Enrollment : 391
 Web Address : edweb.tusd.k12.az.us/Dietz
 Phone Number : (520) 731-4000
 Fax Number : (520) 731-4001
 E-mail : lisa.mccorkle@tusd.k12.az.us

Mission

The Dietz Community is committed to all students' excellence in academic achievement. Students, staff and parents share responsibility for creating this environment for excellence. The diversity of the Dietz Community is valued and honored.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in the area of math by establishing strong grade level teams, providing focused professional development and establishing school-wide tutorial/enrichment program.
- ü Increase student achievement in the area of reading by establishing strong grade level teams, providing focused professional development and developing extensive intervention programs.
- ü Increase student achievement in the area of writing by establishing strong grade level teams, providing focused professional development and giving students monthly writing prompts.

Enrollment

October 1, 2003 School Year Student Enrollment : 384
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 46

Instructional Programs

- ü Gifted Resource
- ü Self-contained Special Education Program
- ü Full-day Kindergarten
- ü Fine Arts
- ü Balanced Literacy
- ü Literacy Assistance Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/17/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Weekly newsletter from principal to parents, Dietz Website, PTA newspaper, homework, newsletters from the teacher, and family curriculum nights. At the beginning of the year, Dietz sends a School Community Compact that outlines the teacher, student, principal and parent responsibilities for ensuring academic success. In addition, Dietz has a Parent Involvement Policy developed to encourage parent involvement.

Parents

Dietz School Council, Dietz School Improvement Plan Committee, PTA, parents serve as volunteers in the classroom, at school and as community resources as well as volunteers for Career Day.

Transportation Policy

Students must live in a one and one-half mile radius in order to receive bus service, unless they are in Special Education or they are bused for educational service not offered at our school.

School Honors

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

Award/Honor	Year
ü Community Foundation for Southern AZ Literacy Grant	2004
ü Linking Intervention Networks for Kids In School Grant	2004
ü Artist-in-Residence Grant	2004
ü Three Year Community Partnership With Canyon Ranch	2004

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	63	4633	75509	91	98	100	493	513	521	19	16	13	43	26	23	26	32	33	12	26	31
All Students (Prior Year)	71	4898	75372	97	98	100	512	518	523	8	11	9	28	28	25	43	34	36	21	27	30
Female	32	2265	37013	89	98	100	501	514	522	13	16	12	48	26	24	23	33	33	16	26	31
Male	31	2362	38430	94	97	99	483	513	521	26	17	14	37	25	22	30	31	33	7	27	31
African American	NC	289	3660	NC	96	99	NC	494	496	NC	25	24	NC	32	31	NC	27	28	NC	16	18
Hispanic	17	2532	30486	100	98	99	471	508	505	38	17	18	31	29	29	31	31	32	0	22	21
Asian/Pacific Islander	--	115	1780	--	99	98	--	539	549	--	4	5	--	21	13	--	30	33	--	45	50
American Indian/Alaskan Native	NC	188	4075	NC	97	100	NC	472	486	NC	37	28	NC	35	34	NC	21	26	NC	7	12
White	36	1492	35192	90	97	99	501	527	534	9	11	8	46	19	19	29	35	35	17	35	39
Students with Disabilities	18	607	9708	82	98	100	456	475	489	47	41	32	53	28	27	0	19	24	0	12	17
Students without Disabilities	45	4026	65801	96	98	98	505	518	525	9	13	11	40	25	23	35	33	34	16	28	33
Limited English Proficient Students	NC	849	16928	NC	100	100	NC	462	485	NC	53	29	NC	29	33	NC	6	26	NC	12	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	43	3111	36411				485	500	503	20	22	19	53	29	29	20	30	32	8	19	20
Non-Economically Disadvantaged	20	1522	39040				509	535	534	17	7	8	22	20	19	39	35	34	22	38	39

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	64	4638	75492	93	98	100	497	514	519	32	16	12	15	19	16	41	44	47	12	21	24
All Students (Prior Year)	71	4870	75221	97	98	100	511	517	523	11	11	8	17	19	16	60	53	56	11	17	21
Female	32	2275	37014	89	98	100	508	517	523	23	13	10	10	18	15	55	45	48	13	24	27
Male	32	2355	38400	97	97	99	484	510	516	43	19	14	21	19	17	25	44	47	11	18	21
African American	NC	291	3665	NC	97	99	NC	500	505	NC	28	20	NC	23	22	NC	39	43	NC	11	14
Hispanic	17	2531	30438	100	98	99	487	509	508	54	17	17	15	21	21	23	45	47	8	16	15
Asian/Pacific Islander	--	115	1773	--	99	98	--	533	534	--	3	4	--	19	10	--	46	50	--	32	36
American Indian/Alaskan Native	NC	186	4081	NC	96	100	NC	492	498	NC	31	25	NC	28	26	NC	33	40	NC	8	8
White	36	1493	35177	90	97	99	503	524	528	20	11	8	14	14	13	49	45	49	17	29	31
Students with Disabilities	18	616	9707	82	99	100	463	484	495	73	43	33	7	22	21	20	26	33	0	9	13
Students without Disabilities	46	4022	65785	98	98	98	508	517	522	18	13	10	18	18	16	48	46	49	16	22	26
Limited English Proficient Students	NC	847	16905	NC	100	100	NC	462	489	NC	59	34	NC	29	28	NC	12	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	44	3109	36302				488	504	507	39	21	18	20	22	21	34	42	46	7	14	14
Non-Economically Disadvantaged	20	1529	39164				516	528	528	17	8	8	6	14	13	56	47	48	22	32	31

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	64	4606	75053	93	97	99	560	612	597	20	6	7	19	11	12	58	73	72	3	11	9
All Students (Prior Year)	67	4735	73654	92	95	99	524	527	530	8	12	9	10	14	13	80	66	70	2	8	7
Female	32	2263	36872	89	98	99	608	637	621	10	4	5	10	8	9	74	74	74	6	14	12
Male	32	2334	38109	97	96	99	507	587	573	32	7	10	29	14	14	39	71	69	0	8	6
African American	NC	289	3636	NC	96	99	NC	585	568	NC	9	12	NC	15	16	NC	69	67	NC	7	6
Hispanic	17	2514	30235	100	97	98	553	607	575	23	5	9	15	11	14	62	74	70	0	10	6
Asian/Pacific Islander	--	115	1768	--	99	98	--	669	651	--	3	3	--	2	5	--	71	72	--	24	19
American Indian/Alaskan Native	NC	187	4044	NC	96	99	NC	568	550	NC	11	13	NC	15	17	NC	71	66	NC	3	4
White	36	1481	35028	90	96	99	570	625	613	17	4	6	23	10	10	54	72	73	6	13	11
Students with Disabilities	18	606	9625	82	98	100	456	518	530	53	20	21	27	25	21	20	52	55	0	2	4
Students without Disabilities	46	4000	65428	98	97	98	596	623	604	9	4	6	16	9	11	70	75	73	5	12	10
Limited English Proficient Students	NC	844	16765	NC	100	100	NC	494	525	NC	33	17	NC	17	20	NC	50	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	44	3085	36077				527	592	566	29	7	10	20	13	16	49	72	69	2	8	5
Non-Economically Disadvantaged	20	1521	38950				637	643	618	0	3	5	17	8	9	78	74	73	6	16	12

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	65	4819	76019	97	98	100	476	490	499	26	19	14	41	40	39	8	13	14	25	28	33
All Students (Prior Year)	69	5081	76230	99	98	100	519	494	498	0	15	12	35	40	38	19	10	12	46	35	37
Female	34	2344	37207	100	98	100	482	493	499	19	16	12	44	41	41	6	13	14	31	30	33
Male	31	2468	38677	94	97	100	469	487	498	34	23	15	38	38	38	10	12	13	17	27	34
African American	NC	321	3817	NC	97	100	NC	473	475	NC	28	23	NC	44	47	NC	12	11	NC	17	18
Hispanic	22	2455	29458	96	97	100	472	477	480	26	24	20	47	45	48	16	12	12	11	19	20
Asian/Pacific Islander	NC	118	1673	NC	94	99	NC	519	531	NC	4	4	NC	38	29	NC	12	14	NC	46	53
American Indian/Alaskan Native	NC	219	4735	NC	97	100	NC	461	466	NC	34	28	NC	43	49	NC	10	10	NC	13	13
White	31	1687	35880	97	99	100	486	513	515	20	10	7	40	32	32	7	14	16	33	44	45
Students with Disabilities	12	660	9786	86	100	100	417	443	457	89	50	39	0	37	40	0	5	7	11	8	13
Students without Disabilities	53	4159	66233	100	97	99	486	496	503	15	15	11	48	40	39	10	14	14	27	31	35
Limited English Proficient Students	NC	850	15206	NC	100	100	NC	449	459	NC	43	31	NC	46	53	NC	4	7	NC	7	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	46	3133	35714				479	474	480	24	26	20	43	45	47	7	11	12	26	18	20
Non-Economically Disadvantaged	19	1686	40266				470	517	513	32	8	9	37	31	33	11	15	15	21	46	43

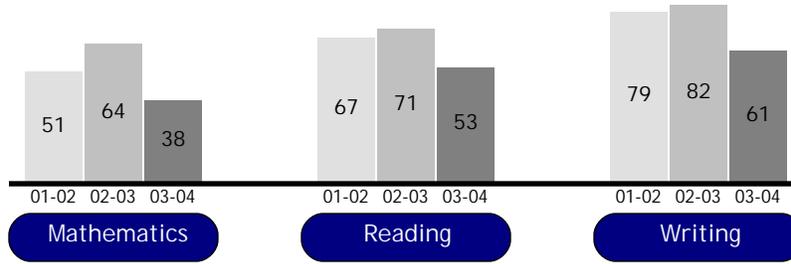
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	4829	76020	97	98	100	489	498	503	44	33	25	18	24	23	36	34	40	2	9	12
All Students (Prior Year)	69	5082	76202	99	98	100	503	503	505	12	22	19	33	26	24	48	41	46	8	11	11
Female	34	2348	37213	100	99	100	492	501	504	44	28	22	13	24	23	41	38	42	3	11	13
Male	31	2474	38666	94	98	100	486	495	501	45	38	29	24	23	22	31	31	38	0	8	12
African American	NC	319	3819	NC	97	100	NC	492	494	NC	41	37	NC	22	26	NC	31	31	NC	6	6
Hispanic	22	2460	29442	96	97	99	490	492	494	37	41	37	21	25	26	42	29	31	0	5	6
Asian/Pacific Islander	NC	118	1672	NC	94	99	NC	505	513	NC	18	12	NC	22	19	NC	45	49	NC	15	20
American Indian/Alaskan Native	NC	218	4735	NC	97	100	NC	489	489	NC	49	48	NC	25	25	NC	24	24	NC	2	3
White	31	1695	35890	97	99	100	492	507	511	43	21	15	17	21	20	37	43	48	3	15	18
Students with Disabilities	12	660	9784	86	100	100	471	478	485	78	70	58	22	16	19	0	11	19	0	2	4
Students without Disabilities	53	4169	66236	100	97	99	492	501	504	38	28	23	17	24	23	42	37	42	2	10	13
Limited English Proficient Students	NC	854	15198	NC	100	100	NC	479	483	NC	69	59	NC	19	25	NC	11	14	NC	1	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	46	3137	35703				490	491	494	40	42	37	24	26	26	36	27	31	0	5	6
Non-Economically Disadvantaged	19	1692	40274				488	509	509	53	18	17	5	20	20	37	46	47	5	16	17

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	65	4790	75673	97	97	100	498	526	530	23	12	12	26	27	25	49	57	58	2	3	4
All Students (Prior Year)	68	4947	74692	97	96	99	503	499	502	12	20	18	37	28	27	46	44	47	6	8	8
Female	34	2331	37099	100	98	100	532	546	548	6	7	8	19	23	22	72	65	64	3	5	6
Male	31	2452	38441	94	97	99	461	506	513	41	17	16	34	31	29	24	50	52	0	2	3
African American	NC	318	3791	NC	96	99	NC	515	506	NC	15	18	NC	31	29	NC	51	50	NC	3	3
Hispanic	22	2443	29305	96	97	99	477	512	507	26	13	16	37	31	31	37	53	51	0	2	2
Asian/Pacific Islander	NC	118	1665	NC	94	99	NC	563	573	NC	5	6	NC	11	16	NC	77	67	NC	6	10
American Indian/Alaskan Native	NC	218	4707	NC	97	100	NC	499	492	NC	18	19	NC	36	33	NC	46	46	NC	1	1
White	31	1675	35760	97	98	99	516	548	550	20	9	9	20	21	21	57	65	64	3	5	6
Students with Disabilities	12	651	9706	86	100	100	425	457	462	44	36	36	56	37	32	0	27	31	0	0	1
Students without Disabilities	53	4139	65967	100	97	99	511	535	536	19	9	10	21	26	25	58	61	60	2	4	5
Limited English Proficient Students	NC	849	15115	NC	100	100	NC	462	471	NC	28	26	NC	40	38	NC	32	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	46	3110	35541				498	508	504	24	15	17	24	31	31	50	51	50	2	2	2
Non-Economically Disadvantaged	19	1680	40091				498	557	550	21	6	9	32	20	21	47	68	64	0	6	6

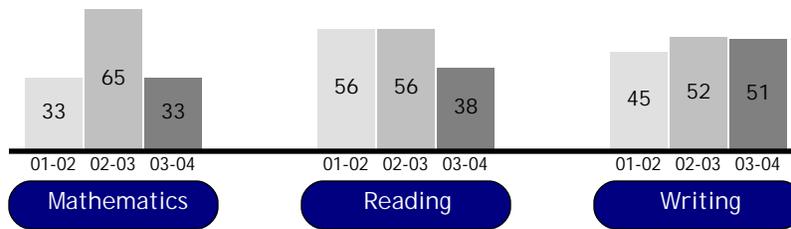
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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 and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	23	33	44	88	31	42	50	100	37	NA	58
	Language	94	46	33	39	96	30	39	43	100	41	45	50
	Mathematics	94	48	40	52	95	22	49	57	100	66	56	64
3	Reading	94	42	36	43	97	35	41	47	88	32	NA	55
	Language	94	41	43	50	100	45	48	54	90	39	56	61
	Mathematics	94	30	39	50	98	42	46	54	88	41	53	61
4	Reading	92	42	41	47	93	45	47	52	96	49	NA	56
	Language	92	40	39	45	96	40	44	48	96	50	45	52
	Mathematics	92	40	41	52	96	48	49	57	96	64	50	61
5	Reading	85	43	41	46	98	47	45	50	97	44	NA	55
	Language	85	39	38	43	98	41	41	46	97	35	41	49
	Mathematics	85	44	43	54	98	57	49	57	97	39	53	63

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 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

- Ü Arizona School Improvement Plan
- Ü Constitution/Bylaws
- Ü 301 Monies
- Ü School Achievement Data Analysis
- Ü Other Duties as Assigned

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	3.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 16
 Core academic classes taught by Highly Qualified (NCLB) teachers. 16
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Technology Center
- Ü Library

Extracurricular Activities

- Ü Webmasters Club
- Ü Track & Field
- Ü Whiz Kids Computer Club
- Ü Student Council
- Ü Culture Club
- Ü Homework Help Club
- Ü Bridgebuilders Club
- Ü After School Strategic Tutoring Program

Social Services

- Ü Afterschool YMCA Program
- Ü Tutoring/Study Hall Program
- Ü Lunch and Breakfast Program
- Ü Dietz Neighborhood Association

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Moved from an Arizona Learns label of "underperforming" school to a "performing" school.

- ü Linking Intervention Networks for Kids in School did a taping for a television spot on the local news of Dietz. This appeared on the news station five times over an one week period highlighting the Dietz program.

- ü Recognition by United Way of Tucson for best participation rate of any Tucson Unified School District school.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	8	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	57	47
Grades 3-4	62	83
Grades 4-5	63	44

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

Dietz is a PeaceBuilders School with a full-time counselor for all students. Lessons include problem solving, decision making and conflict resolution. Love and Logic principles are being applied in the school as well to help students be responsible for solving their own problems in their own way with adult guidance.

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	Lisa M. McCorkle	(520) 731-4000
Transportation Policy	William Ball	(520) 225-4800
Community Resources	Joyce Anderson	(520) 731-4000
School Nutrition Programs	TUSD Food Services	(520) 225-4700
Parent Organization	Judy Robinson	(520) 731-4000
Student Health/Nurse	Donna Johnson	(520) 731-4000

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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at 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.

3 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.