

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Duffy Elementary School

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

Tucson Unified District
5145 E. 5th Street, Tucson, AZ 85711

Principal: Mr. Richard A. Foster
Schedule: 7:30 AM to 4:00 PM
Web Address: edweb.tusd.k12.az.us/Duffy
E-mail: Unpublished or Unavailable

Grades: K-5
2002 Enrollment: 308
Phone: (520) 232-7000
Fax: (520) 232-7001

∨ School Overview ∨

Mission

Duffy students, staff, faculty, parents and community are committed to becoming LIFELONG LEARNERS by building a true community school focusing on family; creating a small intimate environment where everyone knows everybody; encouraging and supporting increased student achievement; high expectations and risk-taking; taking responsibility for own learning; and fostering an environment to enhance the learning and diversity of others.

Organization and Philosophy

- w Multiage Grouping
- w Team Teaching
- w Self-contained Special Ed. Classrooms
- w Cross-age Tutoring

Instructional Programs

- w Full-day Kindergarten
- w Gifted
- w On-site Special Education
- w Talk It Out
- w Oasis Program
- w Lawyers for Literacy
- w Creative Spirit
- w Careers Program

School/Academic Goals

- w To improve our instructional program to increase student achievement in all areas of the curriculum.
- w To provide opportunities for diversity appreciation and to implement Proposition 203 effectively and efficiently for all students.
- w To establish and maintain a strong home and community partnership for continued growth in shared decision-making process.
- w To promote strong leadership.

Enrollment

October 1, 2001 School Year Student Enrollment:	287
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	67

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

Council Duties

- w Student Achievement
- w School Safety Issues
- w Curric./Instruct. Focus - Science & Math
- w Diversity
- w Home/School/Community Partnerships
- w Leadership Development

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	1.70	Teacher Aide	9.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Individual classroom newsletter; school monthly newsletter; mid-quarter progress reports, membership in leadership programs; PTA; volunteer in education; parent/teacher conferences; open library after school; provide for instructional technology training; participate on school committees.

Parents

Parents are expected to get children to school on time and ready to learn. This includes, but is not limited to, satisfying physical, emotional and medical needs. Parents are to take an active role in their child's learning. Parents are to volunteer at the school. Parents are to inform the school of absences within a reasonable time frame.

∨ **Transportation Policy** ∨

Children must live in excess of two miles to qualify for transportation. Boundaries: west--Swan; east--Craycroft; north--Speedway; south--22nd Street. Children who live within our boundaries, but on the south side of Broadway, are provided with transportation. Students in our self-contained special education rooms are provided with transportation.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 20 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/7/03	3/18/03	5/21/03
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Additional Calendar/Report Card Information

Portfolios, monthly running records for reading progress, monthly math assessments, mid-quarter progress reports, and student performance on AIMS, district CCSA and Stanford 9 assessments.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 Media Resource Center

Extracurricular Activities

W Band and Orchestra

W Student Council

W Boy/Girl Scouts

W Strings - Violin

W Recorders

W Media Resource Center Volunteers

School/Community Resources

W Counseling Services

W Afterschool Program

W Breakfast Program

W Lunch Program

W Clothing/Food Banks

W Creative Spirit/Healthy Play

W Academic Tutoring Services

∨ 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 Established consistent leadership throughout the school on all levels: administration, parents, teachers and students. We are truly becoming a community school.</p> | <p>W Increased communication between school and home with monthly publications, effective use of marquee and increased response to surveys.</p> |
| <p>W Increased student achievement for the school in all areas of AIMS (grades 3 and 5), and Stanford 9 (grades 2, 3, 4, and 5). Increased student achievement in writing for the district's CCSA (grades 1, 2, and 4).</p> | <p>W Continue 90-minute Literacy Block, implementing monthly math assessments and providing professional development to increase the effectiveness of science and math instruction schoolwide.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	92.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	8.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.3 %	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
Artist-in-Residence	2002
Increased AIMS Scores	2002
Increased Stanford 9 Results	2002
Increased Writing Scores	2002

∨ Academic Achievement Indicators ∨

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

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	39	519	13%	13%	49%	26%
	School State	58840	524	9%	17%	45%	29%
Writing	School	38	534	8%	13%	66%	13%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	39	514	18%	21%	38%	23%
	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	37	500	27%	24%	35%	14%
	State	61305	505	21%	20%	43%	15%
Writing	School	38	499	24%	32%	34%	11%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	37	470	19%	65%	8%	8%
	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	--	--	--	--	--	--	--	--	--	92	81	60	--	--	--
2	Reading	--	--	--	100	52	50	89	39	52	83	60	53	76	51	57
	Language	--	--	--	100	45	40	97	36	43	83	57	44	78	51	48
	Mathematics	--	--	--	100	52	51	97	40	55	81	74	57	70	72	61
3	Reading	71	46	47	100	41	47	84	33	48	72	39	50	76	40	50
	Language	71	52	49	100	50	51	88	43	54	78	46	56	76	48	57
	Mathematics	69	52	46	100	34	49	88	28	52	78	34	54	78	45	56
4	Reading	91	39	53	100	58	54	95	46	54	81	45	55	78	51	55
	Language	91	38	47	100	50	49	91	38	48	83	39	50	80	38	50
	Mathematics	91	33	51	100	54	54	95	41	55	83	38	57	80	42	58
5	Reading	68	40	51	100	43	51	87	58	51	89	48	51	69	47	53
	Language	68	32	42	100	36	44	87	49	45	91	39	45	69	42	47
	Mathematics	68	39	51	100	39	54	87	48	55	89	34	57	69	32	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	41	37
Grades 3-4	77	80
Grades 4-5	87	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

Reviewing and revising our Comprehensive Safety Plan to address a range of emergencies. Involving School Resource Officer with instruction and on a one-to-one to basis with students. Team approach to preventative actions for the well-being of the entire school. Intervening with parental support of issues and concerns that arise with students and the community.

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	\$3,784	\$1,209,775
Classroom Supplies	\$33	\$10,609
Administration	\$506	\$161,889
Support Services-Students	\$264	\$84,360
Other Support Services and Operations	\$702	\$224,532
Total Expenditures- All Categories 2000-2001	\$5,290	\$1,691,165

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	Richard A. Foster	(520) 232-7000	
Transportation Policy	Ron Stacy	(520) 225-4800	
Community Resources	Richard A. Foster	(520) 232-7000	
School Nutrition Programs	Marcia Little	(520) 232-7023	
Parent Organization	Shawna Wolaver	(520) 749-2100	
Student Health/Nurse	Barbara Cook	(520) 232-7017	

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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