

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup> :

## Lynn Urquides Elementary School

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

Tucson Unified District  
1573 W. Ajo Way, Tucson, AZ 85713

**Principal:** Mr. Dan Weisz  
**Schedule:** 7:30 AM to 4:30 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** Unpublished or Unavailable

**Grades:** Pre-K-5  
**2002 Enrollment:** 801  
**Phone:** (520) 908-4000  
**Fax:** (520) 908-4001

### ∨ School Overview ∨

#### Mission

Our mission is to provide quality education which meets the academic, social, emotional, and developmental needs of our diverse population. Through positive, integrated experiences, we will facilitate the total development of our children by emphasizing parent/community involvement, respect for human differences, multicultural experiences, positive self-esteem and functional life skills.

#### Organization and Philosophy

- w Traditional
- w Self-contained Special Education Classes
- w Inclusive Practices

#### School/Academic Goals

- w Improve academic skills as measured on Stanford 9 tests by 5% on all areas.
- w Improve academic skills as measured by the percentage of students showing mastery on AIMS for all grade levels in all areas.
- w Improve academic skills as measured by the percentage of students showing mastery on TUSDs CCSA test in all areas for all grade levels.
- w Improve attendance by 0.5%.

#### Instructional Programs

- w Full-day Kindergarten
- w Special Education Self-contained Classes
- w Bilingual Programs Pre-K Through Grade 5
- w Success For All Reading Program
- w Tutoring Programs for Reading and Math
- w PACE Preschool (Title I)
- w ABLE Preschool (Special Ed.)
- w GATE (Gifted) Resource Programs

#### Enrollment

October 1, 2001 School Year Student Enrollment:	738
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	52

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

**Council Duties**

- w Academic Goals and Curricular Choices
- w School Safety Issues
- w Budget
- w Procedural
- w Personnel

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	4.00	Teacher Aide	26.00

**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	10	1	0	0
7 to 9 years	4	5	0	0
10 or more years	9	15	0	0

∨ **Shared Responsibilities** ∨

**School**

Provide educational environment with high expectations for achievement, skilled teaching, a safe and secure environment, broad curriculum, bilingual services, materials appropriate to curriculum, information to enable parents to participate in their children's education.

**Parents**

Provide support for homework in a literate environment, regular communication with school, send students to school daily and on time, properly clothed and fed.

∨ **Transportation Policy** ∨

Special Education students are offered transportation according to their IEPs. Regular students are currently offered transportation if they live along Mission Road north of Ajo Way, along old Ajo Way, or along Irvington Road.



## ∨ 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 Improvement of Stanford 9 Math scores schoolwide.</p> | <p>w Significant improvement in CCSA Math scores schoolwide. Schoolwide improvement in Reading and Writing scores on CCSA.</p> |
| <p>w Schoolwide improvement on AIMS scores in Math.</p>    | <p>w Improvement in Reading and Writing scores on the 3rd grade AIMS.</p>  |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	17.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	6.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Arizona CEC Special Education Teacher of the Year	2001
TUSD Cross Country 2nd Place Girls Team	2001
TUSD Cross Country 2nd Place Boys Team	2000

## ∨ 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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>78</b>	<b>505</b>	<b>14%</b>	<b>29%</b>	<b>41%</b>	<b>15%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>67</b>	<b>516</b>	<b>19%</b>	<b>24%</b>	<b>51%</b>	<b>6%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>76</b>	<b>508</b>	<b>8%</b>	<b>42%</b>	<b>29%</b>	<b>21%</b>
	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

<b>Reading</b>	<b>School</b>	<b>91</b>	<b>491</b>	<b>41%</b>	<b>32%</b>	<b>25%</b>	<b>2%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>81</b>	<b>462</b>	<b>48%</b>	<b>26%</b>	<b>25%</b>	<b>1%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>88</b>	<b>454</b>	<b>33%</b>	<b>51%</b>	<b>9%</b>	<b>7%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	56	41	60	--	--	--
2	Reading	--	--	--	100	25	50	46	23	52	38	25	53	55	26	57
	Language	--	--	--	100	23	40	51	14	43	44	17	44	54	22	48
	Mathematics	--	--	--	100	30	51	54	23	55	52	34	57	54	43	61
3	Reading	50	25	47	100	26	47	65	24	48	48	30	50	69	27	50
	Language	66	17	49	100	25	51	69	22	54	42	35	56	69	35	57
	Mathematics	63	12	46	100	13	49	68	19	52	43	30	54	69	46	56
4	Reading	70	29	53	100	34	54	56	34	54	54	29	55	66	30	55
	Language	78	26	47	100	30	49	64	25	48	48	27	50	66	26	50
	Mathematics	78	20	51	100	23	54	63	21	55	54	31	57	68	41	58
5	Reading	71	22	51	100	24	51	63	31	51	69	32	51	73	28	53
	Language	79	12	42	100	21	44	81	18	45	69	25	45	70	20	47
	Mathematics	77	14	51	100	16	54	86	18	55	74	32	57	71	28	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>87</b>	<b>78</b>
<b>Grades 3-4</b>	<b>77</b>	<b>79</b>
<b>Grades 4-5</b>	<b>76</b>	<b>76</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*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

PeaceBuilders Program schoolwide. School Uniforms for all students and a staff dress code. High expectations for student behavior and academic achievement.

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 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	\$2,827	\$1,883,418
Classroom Supplies	\$22	\$14,470
Administration	\$471	\$313,962
Support Services-Students	\$355	\$236,526
Other Support Services and Operations	\$585	\$389,903
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,260</b>	<b>\$2,838,279</b>

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
<b>School Site Council</b>	Holly Gatley	(520) 908-4000	
<b>Transportation Policy</b>	Nick Makres	(520) 225-4800	
<b>Community Resources</b>	Dora Martinez	(520) 908-4000	
<b>School Nutrition Programs</b>	Pam Palmo	(520) 225-4700	
<b>Parent Organization</b>	Tanya Speagle	(520) 908-4000	
<b>Student Health/Nurse</b>	Suzanne Boyd	(520) 908-4000	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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