

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Marshall Elementary School

Tucson Unified District  
9066 E. 29th, Tucson, AZ 85710

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

**Principal:** Mr. Tim L. Boyd  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [tim.boyd@tUSD.k12.az.us](mailto:tim.boyd@tUSD.k12.az.us)

**Grades:** Pre-K-5  
**2002 Enrollment:** 445  
**Phone:** (520) 731-4900  
**Fax:** (520) 731-4901

## ∨ School Overview ∨

### Mission

Marshall is a community school with a culturally diverse population. The school, the home and the community work together to create a safe, nurturing and enriched environment where learning is viewed as an exciting process of knowing and growing.

### Organization and Philosophy

- w Traditional
- w Combination Classroom (When Required)
- w Self-contained Classrooms (CCP)
- w Self-contained Classroom (ABLE)

### Instructional Programs

- w Core Curriculum
- w Gifted
- w Full-day Kindergarten
- w On-site Special Education
- w Special Education Preschool (ABLE)
- w Orchestra/Band
- w Parents Teaching Art in the School
- w Extracurricular Chess and Rocket Clubs

### School/Academic Goals

- w Instruction: Effective instructional practices create a community of learners in which all students achieve their full potential.
- w Home and Community Partnership: District units, the home and community collaborate to meet the educational and social needs of students and their families.
- w Environment: The learning and working environment is safe, stimulating, positive and productive.
- w Diversity Appreciation: Staff and students protect and respect the rights of all individuals.

### Enrollment

October 1, 2001 School Year Student Enrollment:	440
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	61

<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**

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

**Council Duties**

- w Instructional Strategies
- w Parent/Educator Relations
- w School Safety Issues
- w School Improvement
- w School and Community Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	6.00	Teacher Aide	3.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	4	0	0
10 or more years	4	8	1	0

∨ **Shared Responsibilities** ∨

**School**

The school strives to maintain effective two-way communications with parents through letters, newsletters, conferences, telephone, PTA involvement, Open House, parent volunteers and community support activities. We are committed to providing a safe and enriched school environment where each student can achieve his/her maximum potential in academic and personal growth. Parents are encouraged to visit the school to observe, volunteer or participate in appropriate activities.

**Parents**

Parents are responsible for ensuring that their child attends school each day ready to learn. Therefore, parents must provide proper nourishment, clothing and study assistance throughout the school year. Parents are expected to support school policies and visit the school at least twice each year. We emphasize the importance of parental participation in the child's education. Parents are encouraged to visit the school to have lunch with the students and participate in extracurricular activities.

∨ **Transportation Policy** ∨

School bus transportation is provided for students who live one and one-half miles or more from school. Handicapped children are provided transportation in accordance with ARS 15-764. Good conduct on the part of students is expected and required when en route, waiting and departing buses.

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### ∨ Calendar Information ∨

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

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/18/02	12/20/02	3/14/03	5/21/03
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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> 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.

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#### Special Facilities

W Computer Lab	W Library/Media Center
W GATE Room	W Multipurpose Room

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#### Extracurricular Activities

W Student Council	W Safety Patrol
W Happy Hours--Afterschool Program	W Good News Club
W Chess Club	W Rocket Club
W Parent Art Program	W OASIS Tutoring

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#### School/Community Resources

W Happy Hours Afterschool Program	W Preschool on Campus
W Breakfast Program	W Lunch Program
W Clothing/Food Banks	W Boy Scouts/Girl Scouts
W Youth Basketball/Softball	W Child Evangelism Fellowship Club

## ∨ 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 Perfect cafeteria inspections for environment and cleanliness.
- W Our custodians received a School Board Commendation for providing and maintaining a clean and safe environment for our students and community.
- W Increased total Math scores in Stanford 9, AIMS and CCSA tests.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	12.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.9 %	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
Math Achievement Recognition	2002
TUSD Attendance Award	1999
Discipline Award	1999
Art Appreciation Award	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>73</b>	<b>520</b>	<b>11%</b>	<b>21%</b>	<b>45%</b>	<b>23%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>73</b>	<b>545</b>	<b>5%</b>	<b>12%</b>	<b>67%</b>	<b>15%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>72</b>	<b>512</b>	<b>7%</b>	<b>39%</b>	<b>33%</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>65</b>	<b>505</b>	<b>14%</b>	<b>22%</b>	<b>52%</b>	<b>12%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>64</b>	<b>522</b>	<b>11%</b>	<b>17%</b>	<b>52%</b>	<b>20%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>65</b>	<b>506</b>	<b>0%</b>	<b>51%</b>	<b>11%</b>	<b>38%</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	--	--	--	--	--	--	--	--	--	84	52	60	--	--	--
2	Reading	--	--	--	100	49	50	100	42	52	82	49	53	91	55	57
	Language	--	--	--	100	53	40	100	41	43	88	44	44	97	38	48
	Mathematics	--	--	--	100	55	51	100	44	55	88	40	57	98	38	61
3	Reading	99	59	47	100	55	47	100	55	48	93	58	50	88	49	50
	Language	99	64	49	100	61	51	100	62	54	92	64	56	87	60	57
	Mathematics	99	50	46	100	46	49	100	50	52	93	53	54	87	59	56
4	Reading	96	59	53	100	61	54	97	49	54	87	63	55	95	66	55
	Language	96	48	47	100	55	49	97	46	48	87	58	50	96	59	50
	Mathematics	96	48	51	100	53	54	97	37	55	87	61	57	96	54	58
5	Reading	98	61	51	100	57	51	98	58	51	86	60	51	66	57	53
	Language	98	55	42	100	51	44	96	53	45	87	49	45	66	48	47
	Mathematics	98	52	51	100	52	54	96	57	55	88	50	57	67	63	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>65</b>	<b>91</b>
<b>Grades 3-4</b>	<b>78</b>	<b>78</b>
<b>Grades 4-5</b>	<b>51</b>	<b>67</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

Our goal here at Marshall is to do everything possible to ensure that every child can have a safe, clean and educationally healthy environment in order to promote learning. We are constantly evaluating our discipline and school safety plans, along with our instructional practices, to improve this environment any way possible. We have our School Council, safety, discipline and curriculum committees which meet regularly to address this issue.

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	\$3,108	\$1,475,043
Classroom Supplies	\$25	\$11,978
Administration	\$402	\$190,801
Support Services-Students	\$324	\$153,596
Other Support Services and Operations	\$651	\$308,811
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,509</b>	<b>\$2,140,229</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>	Frieda Martin	(520) 731-4900	
<b>Transportation Policy</b>	Ron Stacy	(520) 225-4800	
<b>Community Resources</b>	Barbara Benton	(520) 225-6403	
<b>School Nutrition Programs</b>	Pamela Palmo	(520) 225-4720	
<b>Parent Organization</b>	Rod Stahl	(520) 731-4900	
<b>Student Health/Nurse</b>	Jan Hart-Fast	(520) 731-4917	

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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