

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Myers-Ganoung Elementary School

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

Tucson Unified District
5000 E. Andrew, Tucson, AZ 85711

Principal: Mr. Gary W. Reed
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: gary.reed@tusd.k12.az.us

Grades: Pre-K-5
2002 Enrollment: 544
Phone: (520) 584-6700
Fax: (520) 584-6701

∨ School Overview ∨

Mission

To actively support community, parent and staff connections that ensure every child develops to his/her full academic and personal potential. To define and implement common goals that address students' academic and personal needs in a holistic manner so that they become proficient lifelong learners. To develop and implement an educational model that creates and maintains a safe, secure environment, using a common language, bringing healing and hope.

Organization and Philosophy

- w Standards-Based Learning Strategies
- w Inclusion for All; Spec. Ed, 2nd Lang.
- w Opening Minds Through the Arts (OMA)
- w Shared Decision Making

Instructional Programs

- w At-risk Preschool w/Parent Involvement
- w Special Education Preschool
- w Full-day Kindergarten
- w 5 MD SC, 2 CCS, 3 Speech/Lang
- w Opening Minds Through the Arts (OMA)
- w Bilingual & SEI Classes (Pre-K-5)
- w Lit. Assistance Prog./Computer Read Lab
- w Multiple Intelligences (MICKEY) Teacher

School/Academic Goals

- w Strengthen the use of comprehension, speaking and writing strategies in Spanish and English through inservices with Bilingual, SEI and non-bilingual teachers and staff. Continuous expansion of bilingual educational opportunities for all students.
- w State Standards, Essential Skills and CORE Curriculum objectives will be incorporated and evident in lesson planning. CORE reading skill development efforts will be schoolwide featuring a variety of strategies, including tutoring and technology.
- w Students and staff will continue to work closely with the Neighborhood Association in developing interagency projects of service to the community as a whole. The campus will continue to evolve into a true neighborhood school.
- w All students will continue to receive instruction and enrichment via the OMA, Fine Arts and MICKEY program (Multiple Intelligences Create Kinesthetically Educated Youth). These programs continue to be aligned with the CORE curriculum.

Enrollment

October 1, 2001 School Year Student Enrollment:	603
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	58

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w School Safety Issues
- w Student/Parent/Educator Relations
- w School Community Building
- w Instructional Strategies
- w Extracurricular Activities
- w Student Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	5.00	Teacher Aide	32.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	8	2	0	0
10 or more years	11	6	0	0

∨ **Shared Responsibilities** ∨

School

The school has the responsibility to keep parents informed of their child's progress in all facets of the instructional program, as well as providing all the materials necessary for a successful education. It is also our responsibility to provide a positive, productive and safe environment free from violence, intimidation and bullying. In addition, it is our prime objective to meet the academic, social and behavioral needs of all students.

Parents

It is the responsibility of the parents to stay informed about the instructional program and progress of their child. This positive communication between home and school makes for successful students. It is very important that parents ensure that their children attend school daily and on time. Parents are encouraged to become involved in their child's education by participating in classrooms, becoming involved with the PTSA or becoming a member of the Shared Decision Making Team.

∨ **Transportation Policy** ∨

All regular education students, except those who attend under the open enrollment program, live within the one square mile walking distance of our campus. Open enrollment students must provide their own transportation to and from school. All multiple disabled special education students are transported by district buses. The Myers-Ganoung attendance area is defined as 22nd street on the north, Swan Road to the west, Craycroft Road to the east and Golf Links Road to the south.

∨ 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

10/23/02	12/19/02	3/13/03	5/21/03
----------	----------	---------	---------

Additional Calendar/Report Card Information

∨ 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/Living Skills Lab	W Family Resource and Wellness Center
W Outdoor Learning/Hummingbird Gardens	W Occupational/Physical Therapy Room

Extracurricular Activities

W Student Council	W Safety Patrol
W Peer Mediation and Conflict Managers	W Recorder/Orchestra/Band Programs
W Reading Tutoring Program	W Group Counseling Related Issues
W KIDCO (Parks & Recreation)	W Track (Seasonal)

School/Community Resources

W Summer School Program	W Summer KIDCO Program
W Clothing/Food Banks	W FAST (Families & Schools Together) Prog.
W Counseling Services	W Parenting Classes-STEP/Active Parenting
W Adult ESL Classes	W Myers Neighborhood Assn. Headquarters

∨ 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 Attendance statistics continue to improve; 94.2% of our students attend school on a regular basis.
- W All school to home communications are sent in English and Spanish to increase parental and community involvement in augmenting student achievement.

- W Families and Schools Together (FAST) program involvement has improved the sense of community and opened the doors to families uniting to educate their children. This grant funded outreach is available to both English and Spanish speaking families.
- W Strong bond between school and on-site Family Resource and Wellness Center has increased the use of resources by students, families and community members.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	5.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.6 %	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
FAST Grant	2002
Wells Fargo Outdoor Learning Grant	2001
MICKEY Program Fine Arts Grant	2001
CLEAR Counseling Grant	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	52	521	10%	21%	40%	29%
	School State	58840	524	9%	17%	45%	29%
Writing	School	51	522	18%	10%	67%	6%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	53	505	9%	36%	42%	13%
	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	60	494	37%	25%	32%	7%
	State	61305	505	21%	20%	43%	15%
Writing	School	57	490	30%	28%	33%	9%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	61	467	30%	46%	11%	13%
	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	--	--	--	--	--	--	--	--	--	77	35	60	--	--	--
2	Reading	--	--	--	100	33	50	78	32	52	60	22	53	49	24	57
	Language	--	--	--	100	27	40	86	26	43	70	14	44	56	14	48
	Mathematics	--	--	--	100	37	51	88	35	55	73	22	57	54	21	61
3	Reading	87	33	47	100	40	47	94	31	48	74	26	50	61	28	50
	Language	89	42	49	100	40	51	97	35	54	74	34	56	60	35	57
	Mathematics	89	36	46	100	33	49	95	27	52	73	28	54	58	32	56
4	Reading	84	42	53	100	42	54	78	42	54	72	33	55	65	34	55
	Language	85	40	47	100	44	49	78	43	48	73	37	50	63	32	50
	Mathematics	84	44	51	100	47	54	78	45	55	71	38	57	65	39	58
5	Reading	77	44	51	100	41	51	86	41	51	73	45	51	60	31	53
	Language	73	35	42	100	35	44	89	40	45	73	36	45	63	29	47
	Mathematics	74	43	51	100	44	54	83	48	55	75	41	57	61	36	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	85	71
Grades 3-4	80	73
Grades 4-5	78	69
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

After students have entered their classroom on a daily basis, all gates are locked except one. Campus monitors, equipped with two-way radios and first aid kits attend to children in the cafeteria, playgrounds and at exit gates. Fire drills and shelter in place procedures occur regularly. Administrators and team members have attended school safety seminars to develop an EMERGENCY RESPONSE PLAN. RN and LPN are on campus on a daily basis.

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).

2

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	\$2,694	\$1,351,705
Classroom Supplies	\$24	\$12,114
Administration	\$568	\$285,061
Support Services-Students	\$377	\$189,134
Other Support Services and Operations	\$614	\$307,833
Total Expenditures- All Categories 2000-2001	\$4,277	\$2,145,847

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Helen LeGendre	(520) 584-6744	
Transportation Policy	Ron Stacy	(520) 225-4800	
Community Resources	Lori Parker	(520) 584-6740	
School Nutrition Programs	Pamela Palmo	(520) 225-4720	
Parent Organization	Kelly Brown-Barnett	(520) 790-9758	
Student Health/Nurse	Sonia Reeder	(520) 584-6717	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."