

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Booth-Fickett Math/Science Magnet School

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

Tucson Unified District  
450 S. Montego Drive, Tucson, AZ 85710

**Principal:** Mrs. Rosanne Renee Neal  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [tusd.k12.az.us/Booth-Fickett](http://tusd.k12.az.us/Booth-Fickett)  
**E-mail:** [rneal@tusd.k12.az.us](mailto:rneal@tusd.k12.az.us)

**Grades:** K-8  
**2002 Enrollment:** 424  
**Phone:** (520) 731-3800  
**Fax:** (520) 731-3801

## ∨ School Overview ∨

### Mission

The Mission of Booth-Fickett is to produce High Flying Falcons who are: Fully productive Academic and Physical achievers; Life Long Learners; Culturally aware; Open minded; Neighborly; Secure in a positive, safe and effective learning environment.

### Organization and Philosophy

- w Math and Science Magnet
- w Hands on Learning Labs
- w Student Centered
- w Quality Learning Environment

### School/Academic Goals

- w K-8 students will achieve continuous academic improvement in all content areas.
- w Equal access for all students to instructional programs and extra curricular activities.
- w Utilize strategies to implement violence prevention activities and maintain a healthy and safe learning environment.
- w Increase the use of technology K-8.

### Instructional Programs

- w Science Lab
- w Math Lab
- w Music
- w Computer lab
- w OMA (Opening Minds through the Arts)
- w Technology Center
- w Publishing Center
- w Extra Curricular Activities

### Enrollment

October 1, 2001 School Year Student Enrollment:	1010
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

<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)
- 10 Teacher(s)
- 10 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Student Discipline
- w Curricular Development
- w Student Dress Code
- w Parent/Teacher Relationships

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	4.00	Teacher	18.00
Other Professional Staff	3.50	Teacher Aide	1.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	6	0	0	0
7 to 9 years	1	1	0	0
10 or more years	1	4	0	0

∨ **Shared Responsibilities** ∨

**School**

Implementation of state and district standards. Umpement TUSD Board Policies and Procedures, including guidelines for Student Rights and Responsibilities, development of student handbook, monthly newsletters, Parent/Teacher Conferences, Homework Hotline, individual teacher cards of appreciation, frequent communication, use of the phone master for special activities.

**Parents**

Support school efforts by being an active participant in the education process. Support homework efforts by providing a time, place and appropriate atmosphere for homework to be completed, sign all homework as requested; ensure student has a planner on a daily basis, support policies and procedures listed in the student handbook, read and encourage students to follow dress code, participate in parent teacher conferences, Parent Teacher Organization, and Shared Decision Making Committee.

∨ **Transportation Policy** ∨

TUSD provides transportation for all magnet students and students living outside the designated mile radius. Students are provided the priviledge of riding a bus to and from school. Students must follow all rules and procedures related to bus transportation.

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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>	7 hrs. 30 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/23/02	1/8/03	3/19/03	5/22/03
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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 - Yes

<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 Math lab
W Math and Science Resource Center	W Outdoor Learning Lab

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#### Extracurricular Activities

W Student Council	W Chess Club
W Track and Field	W Cross Country
W Basketball Team	W Boy and Girl Scouts
W Folklorico Club	

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#### School/Community Resources

W Lunch Program	W Child and Family Resources
W Counseling Services	W Breakfast Program

∨ 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 TUSD Quality School Award winner, 1997-98.

w Magnet Schools Merit Award.

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 <sup>4</sup>	11.6 %	19.6 %	19.5 %	20.5 %
Transfers In <sup>5</sup> : Within District	2.2 %	2.7 %	2.2 %	2.0 %
Transfers In <sup>5</sup> : Out-of-District	3.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate <sup>6</sup>	99.0 %	98.4 %	97.8 %	94.8 %
Retention Rate <sup>7</sup>	1.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate <sup>8</sup>	NA			9.5 %
Status Unknown <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
NDS	

## ∨ 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>						
	School State	--	--	--	--	--	--
		58840	524	9%	17%	45%	29%
<b>Writing</b>	School State	--	--	--	--	--	--
		57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School 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>	School State	--	--	--	--	--	--
		61305	505	21%	20%	43%	15%
<b>Writing</b>	School State	--	--	--	--	--	--
		59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School State	--	--	--	--	--	--
		61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	School State	292	508	18%	20%	47%	15%
		57484	504	24%	20%	40%	16%
<b>Writing</b>	School State	283	499	8%	42%	49%	0%
		55420	493	15%	42%	41%	2%
<b>Mathematics</b>	School State	295	477	22%	51%	17%	9%
		57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	--	--	53	--	--	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	--	--	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	--	--	61
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	--	--	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	--	--	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	--	--	56
4	Reading	--	--	53	--	--	54	--	--	54	--	--	55	--	**	55
	Language	--	--	47	--	--	49	--	--	48	--	--	50	--	**	50
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	--	**	58
5	Reading	--	--	51	--	--	51	--	--	51	--	--	51	--	--	53
	Language	--	--	42	--	--	44	--	--	45	--	--	45	--	--	47
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	--	--	59
6	Reading	87	57	53	100	60	54	96	60	53	91	68	54	83	56	56
	Language	88	50	41	100	57	44	94	53	44	91	58	45	82	46	47
	Mathematics	91	62	57	100	69	59	95	62	60	95	69	63	82	63	65
7	Reading	92	58	52	100	59	53	92	61	52	88	65	53	86	63	55
	Language	92	51	52	100	63	54	92	66	54	86	66	55	85	66	58
	Mathematics	90	57	53	99	59	55	92	60	56	90	61	58	85	58	60
8	Reading	91	62	54	99	62	54	91	54	53	85	63	55	82	64	56
	Language	92	55	46	99	59	49	93	52	49	86	56	50	83	60	52
	Mathematics	94	65	52	98	65	54	89	58	56	87	61	58	82	65	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>Grades 3-4</b>	**	**
<b>Grades 4-5</b>	**	**
<b>Grades 5-6</b>	*	*
<b>Grades 6-7</b>	<b>63</b>	<b>49</b>
<b>Grades 7-8</b>	<b>76</b>	<b>75</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 School Resource Officer teaches safety intervention, and conducts presentations for the G.R.E.A.T. program, in classrooms. Teachers review TUSD Board Policy 5060 on a quarterly basis with each class. Administrators visit classrooms to discuss student expectations on a quarterly basis. Bullying and Harrassment presentations are made to each class on annually. We are also active in the (R.A.P.) Program which recognizes Academic Progress, as well as Quarterly Student Recognition Awards.

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	\$3,848	\$4,073,124
Classroom Supplies	\$26	\$27,760
Administration	\$444	\$470,070
Support Services-Students	\$254	\$268,948
Other Support Services and Operations	\$653	\$690,762
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,225</b>	<b>\$5,530,664</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>	Edward Goldberg	(520) 731-3800	
<b>Transportation Policy</b>	Nick Makres	(520) 225-4800	
<b>Community Resources</b>	Barbara Benton	(520) 731-3800	
<b>School Nutrition Programs</b>	Ron Eggers	(520) 731-3800	
<b>Parent Organization</b>	Laura Konieczny	(520) 731-3800	
<b>Student Health/Nurse</b>	Barbara Connolly	(520) 731-3800	

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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