

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Utterback Middle School

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

Tucson Unified District  
3233 S. Pinal Vista, Tucson, AZ 85713

**Principal:** Ms. Deborah Summers

**Schedule:** 7:30 AM to 4:45 PM

**Web Address:** [www.tusd.k12.az.us/Utterback](http://www.tusd.k12.az.us/Utterback)

**E-mail:** [debbie.summers@tusd.k12.az.us](mailto:debbie.summers@tusd.k12.az.us)

**Grades:** 6-8

**2002 Enrollment:** 1000

**Phone:** (520) 225-3500

**Fax:** (520) 225-3501

## ∨ School Overview ∨

### Mission

By setting high academic standards, celebrating diversity, and fostering creativity through visual and performing arts, Utterback faculty, administration, support staff, and parents will provide knowledge, opportunities, and tools for ALL students to become self-directed, responsible, healthy, contributing members of society.

### Organization and Philosophy

- w Fine Arts Magnet Program
- w Multiage Classrooms
- w Interdisciplinary Curriculum
- w Team Teaching

### Instructional Programs

- w On-site Special Education--Resource & SC
- w GATE (Gifted) Classes
- w MMR/MoMR Classes
- w Fine Arts
- w CCS Classes
- w ESL
- w Literacy Class
- w Afterschool Tutoring

### School/Academic Goals

- w Instruction is appropriate and engaging to middle school students. Teachers use a variety of teaching strategies, as documented by their lesson plans, evaluators and student evaluations.
- w All students will master basic concepts and skills. Student growth and achievement will be documented through the use of portfolios, self-assessment, assessment of state and district standards, and standardized tests.
- w Curriculum is based on the TUSD CORE curriculum and Arizona Academic Standards. It is inter-disciplinary, incorporating multiple academic disciplines, as well as the arts. Teaching strategies are designed to accommodate a variety of learning styles.
- w Ethnic and cultural diversity are evident in classes, curriculum and extracurricular activities. Lesson and unit plans reflect sensitivity to, and valuing of, diversity. Extracurricular student groups overall reflect the ethnic makeup of the school.

### Enrollment

October 1, 2001 School Year Student Enrollment:	1100
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	1

<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)
- 1 Student(s)

**Council Duties**

- w Curriculum & Instruction Goals
- w Student Learning & Achievement
- w School Safety Issues
- w Student Discipline
- w Staff Issues & Concerns
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	64.50
Other Professional Staff	9.00	Teacher Aide	2.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	6	6	0	0
10 or more years	17	14	2	0

∨ **Shared Responsibilities** ∨

**School**

Utterback staff members have the responsibility to provide a safe learning environment in which students are learning; to be role models for students; to provide students with opportunities for interpersonal growth; to keep parents informed of their child's academic and social progress; to offer opportunities for parents to become as involved as they want to be with the school and to develop habits related to student lifelong learning.

**Parents**

Parents need to support their child's learning in the following ways: facilitate successful homework completion by providing the time, place and appropriate atmosphere; sign homework on request; participate in parent/teacher conferences; consult with school personnel regarding issues or concerns; participate in school activities and projects.

∨ **Transportation Policy** ∨

The TUSD Transportation Policy is delineated in Section 4 of the TUSD Guidelines for Student Rights and Responsibilities.

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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>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/21/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/22/02	12/23/02	3/18/03	5/27/03
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### Additional Calendar/Report Card Information

After about four weeks of each quarter, progress reports are distributed. These have letter grades for classes and citizenship. They are designed to let parents know of their child's progress, or lack thereof, and allow students to change a grade before the quarter's end.

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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 - No      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 Two Computer Labs	W Three Music Rooms/One Media Room
W Performance Lab/Black Box Theatre	W Three Visual Arts/Two Dance Rooms

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#### Extracurricular Activities

W Science Olympiad	W Jazz Band
W String Ensemble	W National Youth Project Using Minibikes
W Afterschool Tutoring	W Boys & Girls Volleyball/Basketball
W Boys & Girls Soccer/Track & Field	W Chess Club

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#### School/Community Resources

W Free/Reduced Lunch	W Counseling Services
W Family Resource Center	W Adult Education--ESL
W Student Health Services	W Clothing Bank
W Student Service Learning	

## ∨ 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 Utterback APEX (Academic Preparation for EXcellence) students participated in a tutoring project with their peers at Utterback.</p>  | <p>w Several Utterback students were selected for the TUSD Honor Orchestra in 2002.</p>   |
| <p>w In 2002, Utterback Honor and Jazz Bands were rated as superior at ABODA. Utterback bands were selected to perform at Disneyland. Several Utterback students were selected for the TUSD Honor Band.</p> | <p>w Utterback's orchestra was awarded a Superior rating at the Grand Canyon Junior High School Orchestra Festival in 2002.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	15.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.1 %	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
State Science Olympiad - 2nd Place	2002
Superior Rating NAU Orchestra Festival	2002
Over 10 Students in TUSD Middle School Honor Band	2002
Over 10 Students in TUSD Honors Orchestra	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 <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	295	496	31%	21%	35%	13%
	State	57484	504	24%	20%	40%	16%
Writing	School	260	487	22%	39%	37%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	304	459	37%	41%	16%	6%
	State	57734	459	39%	40%	14%	7%

#### 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

<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												
6	Reading	88	44	53	100	49	54	88	45	53	78	50	54	85	39	56
	Language	91	30	41	100	41	44	89	35	44	80	38	45	85	29	47
	Mathematics	92	44	57	100	51	59	90	49	60	80	57	63	89	34	65
7	Reading	83	45	52	100	48	53	78	41	52	83	47	53	78	50	55
	Language	84	37	52	100	43	54	79	37	54	87	45	55	81	45	58
	Mathematics	83	44	53	100	49	55	83	42	56	85	54	58	81	53	60
8	Reading	87	54	54	100	51	54	80	47	53	76	50	55	79	53	56
	Language	90	45	46	100	42	49	82	39	49	81	38	50	83	42	52
	Mathematics	89	48	52	100	46	54	86	48	56	80	50	58	83	50	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 5-6</b>	<b>54</b>	<b>57</b>
<b>Grades 6-7</b>	<b>65</b>	<b>66</b>
<b>Grades 7-8</b>	<b>81</b>	<b>62</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

The Utterback administrative team, classroom teachers, campus monitors and parent volunteers are a presence during passing periods, at lunch times and other times when significant numbers of students are gathered or moving. Students do not have lockers and the campus is a closed one. Counselors regularly conduct conflict management lessons in classrooms and facilitate support groups on anger management, substance abuse issues, grief and loss, etc.

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).

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**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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,616	\$3,981,156
Classroom Supplies	\$46	\$51,090
Administration	\$418	\$459,652
Support Services-Students	\$286	\$315,373
Other Support Services and Operations	\$629	\$692,414
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,995</b>	<b>\$5,499,685</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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Jody Sinding	(520) 225-3500	
<b>Transportation Policy</b>	Office	(520) 225-4800	
<b>Community Resources</b>	Barbara Benton	(520) 225-6401	
<b>School Nutrition Programs</b>	Pam Palmo	(520) 225-4700	
<b>Parent Organization</b>	Theresa Torrez	(520) 225-3500	
<b>Student Health/Nurse</b>	Kate Havens	(520) 225-3500	

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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