

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

DeGrazia Elementary School

Marana Unified District
5051 W. Overton Road, Tucson, AZ 85742-9373

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

Principal: Dr. Ruth G. Cooper

Schedule: 7:00 AM to 3:30 PM

Web Address: www.maranausd.org/dg

E-mail: r.g.cooper@maranausd.org

Grades: K-6

2002 Enrollment: 587

Phone: (520) 579-4800

Fax: (520) 579-4840

∨ School Overview ∨

Mission

DeGrazia Elementary School is a student-centered community with a foundation of academic excellence, creating lifelong learners and involved citizens. In our safe and caring environment all students are respectful and accept personal responsibility.

Organization and Philosophy

- w Arizona Standards Driven Instruction
- w Looping--Teachers w/Same Class Two Years
- w Grade-level/Cross-grade Collaboration
- w Parent Involvement

Instructional Programs

- w SEI Instruction
- w Gifted Program
- w On-site Special Education
- w After School Tutoring
- w K-3 Reading/Math Assistance
- w Remedial Reading Assistance
- w Band/Orchestra/General Music
- w Technology-based Learning

School/Academic Goals

- w One hundred percent of the student will demonstrate ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in math.
- w On hundred percent of the students will demonstrate ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards reading.
- w Each student will be given the opportunity to meet or exceed the Arizona Academic Standards. Any student not meeting the goal will be given an informal Individual Education Plan.
- w Special Education and resource personnel will support faculty by providing services to help students achieve their potential in basic skills, behavior and communication.

Enrollment

October 1, 2001 School Year Student Enrollment:	622
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	40

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)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Parent/Educator Relations
- w School Safety Issues
- w Extracurricular Activities
- w Student Discipline
- w Budget
- w Academic Program

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	3.80	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	1	4	0	0
7 to 9 years	1	4	0	0
10 or more years	7	17	1	0

∨ **Shared Responsibilities** ∨

School

We work hard to communicate effectively with the parents of our students. We keep each parent informed of his/her child's academic and social progress through various means, such as parent conferences, open house, Standards Report Cards, progress reports, Special Education multidisciplinary conferences, newsletters to parents, District Assessment Plan reports and health communications through our Health Office.

Parents

Parents/guardians of DeGrazia students are primarily responsible for the physical, emotional and social well-being of their children. We believe, as staff members, that we are in partnership with parents in providing a nurturing, safe and healthy environment where each child is given every opportunity to realize his/her potential for learning. Parents are urged to be involved by valuing education and assisting in the education of the student.

∨ **Transportation Policy** ∨

DeGrazia Elementary is served by the Marana District Transportation Department. Due to the DeGrazia community being adjacent to our school, only one regular education bus serves our schedule.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 20 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

11/13/02 2/26/03 5/27/03

Additional Calendar/Report Card Information

Beginning this year the elementary portion (K-6) of Marana Unified School District will report student progress in meeting the Arizona Standards through the use of a Standards Report rather than a traditional report card. The FAME scale (Falls Far Below, Approaches, Meets, or Exceeds the Standards) will be utilized to replace letter, number, or percentage grades. There will be a checklist section to note student social skills and work habits.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 Lab	W LEAP Child Care Facility
W Band Room	W Library/Media Center

Extracurricular Activities

W Chess Club	W Pima County Parks & Recreation Program
W Safety Patrol	W After school Science Programs
W Student Council	W After school Computer Lab
W After school Tutoring	

School/Community Resources

W Day Care	W Afterschool Programs
W Breakfast/Lunch Programs	W Counseling Services
W Health Services	W Community Classes
W Recreational Activities	W Building Lease for Community Meetings

∨ 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 Teachers at DeGrazia have devised a number of strategies to help meet the needs of each child. We have Reading Counts, Math Challenge, SuccessMaker, in classroom computers, as well as computer labs for school and after school help.</p> | <p>W A five-year Strategic Plan is in place. All staff, some parents and community members are involved in active committees to help us reach our goals.</p> |
| <p>W A peer mediation program for students in grades 4-6 teaches children to talk out problems.</p> | <p>W Discipline procedures allow teachers flexibility. Classroom disruption is low and the campus is very safe.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.1 %	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
University of Arizona Science Fair Winners	2001
Reading Champions - 5th in Southern Arizona	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	71	551	0%	8%	42%	49%
	School State	58840	524	9%	17%	45%	29%
Writing	School	72	575	1%	4%	54%	40%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	72	561	0%	6%	35%	60%
	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	96	516	6%	19%	51%	24%
	State	61305	505	21%	20%	43%	15%
Writing	School	96	530	4%	25%	48%	23%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	96	516	2%	40%	11%	47%
	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	--	--	--	--	--	--	--	--	--	92	72	60	--	--	--
2	Reading	--	--	--	100	63	50	100	66	52	92	68	53	96	76	57
	Language	--	--	--	100	63	40	100	66	43	92	55	44	95	68	48
	Mathematics	--	--	--	100	70	51	100	67	55	94	71	57	95	74	61
3	Reading	100	65	47	97	65	47	99	63	48	90	71	50	90	75	50
	Language	100	60	49	99	67	51	99	71	54	89	73	56	90	80	57
	Mathematics	100	60	46	98	60	49	98	70	52	90	69	54	90	87	56
4	Reading	93	69	53	92	70	54	98	69	54	93	70	55	84	76	55
	Language	94	61	47	99	58	49	100	60	48	95	64	50	84	66	50
	Mathematics	94	64	51	96	64	54	100	62	55	95	63	57	84	71	58
5	Reading	100	67	51	100	62	51	100	71	51	88	65	51	87	72	53
	Language	100	58	42	100	52	44	100	61	45	87	57	45	85	65	47
	Mathematics	100	68	51	100	66	54	100	73	55	87	68	57	86	77	59
6	Reading	100	69	53	98	69	54	96	63	53	84	73	54	88	71	56
	Language	100	62	41	96	61	44	95	60	44	84	67	45	88	63	47
	Mathematics	98	70	57	97	73	59	94	73	60	84	83	63	87	83	65

∨ 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	87
Grades 3-4	74	67
Grades 4-5	68	88
Grades 5-6	78	92
Grades 6-7	***	***

*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

As a school, we have an up-to-date Emergency Plan in which all staff are trained. Our campus is periodically evaluated for safety concerns. Each teacher has a Classroom Management Plan. Any serious or recurring discipline issues are handled quickly and effectively by an administrator and parents are always part of the communication process. We have students in fourth, fifth and sixth grade who are peer mediators. Our full-time counselor and part-time psychologist are part of the team.

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	\$2,667	\$1,888,187
Classroom Supplies	\$11	\$8,015
Administration	\$386	\$273,438
Support Services-Students	\$334	\$236,808
Other Support Services and Operations	\$763	\$540,489
Total Expenditures- All Categories 2000-2001	\$4,162	\$2,946,937

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	Ruth Cooper	(520) 579-4800	
Transportation Policy	Bob Thomas	(520) 682-4707	
Community Resources	Kim Holaway	(520) 616-4509	
School Nutrition Programs	James Remete	(520) 682-4737	
Parent Organization	Donna Berge	(520) 744-8718	
Student Health/Nurse	Carol Duncan	(520) 579-4803	

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.

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