

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Tortolita Middle School

Marana Unified District
4101 W. Hardy Road, Tucson, AZ 85742

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

Principal: Mrs. Jane D'Amore
Schedule: 7:00 AM to 4:00 PM
Web Address: www.maranausd.org/tm
E-mail: j.m.damore@maranausd.org

Grades: 7, 8
2002 Enrollment: 1085
Phone: (520) 579-4600
Fax: (520) 579-4646

∨ School Overview ∨

Mission

Our mission is to provide students with instruction grounded in standards-based curriculum. We provide a positive educational atmosphere where students develop responsibility and dedication to life-long learning. Tortolita's organizational structure will provide students the opportunity for a strong academic foundation and prepare them for future life endeavors. Each student is special and unique, and it is our goal to empower each student to develop a personal vision and plan for their future.

Organization and Philosophy

- w Standards-based Instruction
- w Teaming Model
- w Integrated Curriculum
- w Goal-Oriented Culture

Instructional Programs

- w Standards-Based Instruction
- w Integrated Curriculum
- w On-site Special Education
- w Gifted Education
- w Structured English Immersion
- w Exploratory Elective Program
- w On-Site Alternative Education
- w Exemplary Fine Arts program

School/Academic Goals

- w Tortolita will provide standards-based instruction in a variety of modalities. Our staff is committed to providing each student the opportunity to achieve curriculum standards and successfully meet and exceed Arizona State Standards.
- w Tortolita will foster a disciplined environment conducive to learning. Students will practice good decision-making while demonstrating model school citizenship skills.
- w Tortolita students will accept responsible for their own learning. Staff will provide the opportunity and challenge to succeed, while students provide the enthusiasm and ownership in their learning.
- w Tortolita will encourage the development of community alliances to support standards-based education. Our school culture will foster community involvement and parent participation in student learning.

Enrollment

October 1, 2001 School Year Student Enrollment:	1059
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	56

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

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

Council Duties

w Instructional Strategies
 w Curriculum Development
 w School Safety Issues
 w Community Relations
 w Schedule Options
 w At-risk Committee

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	55.00
Other Professional Staff	9.00	Teacher Aide	9.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	9	4	0	0
10 or more years	12	18	1	0

∨ **Shared Responsibilities** ∨

School

Tortolita takes pride in maintaining parent/school communication. Our team-centered organizational structure guarantees students optimal learning environments with integrated instruction and involved learning. Our teams practice current theory and continually evaluate and assess student progress. Parent communication is achieved through e-mail, website information, newsletters, teacher contact, grade reports, and handbooks that outline our goals and expectations.

Parents

We ask that parents provide their child with a stable, nurturing home environment. Together we establish high educational goals for every child. We reinforce the importance of punctual, stable school attendance. Parents are proactively encouraged to volunteer at school and are invited to attend school events whenever possible. The school community connects regularly with parents to offer a safety net encompassing all aspects of the student's educational, social and emotional needs.

∨ **Transportation Policy** ∨

Marana district encompasses 550 square miles. We provide transportation a minimum of one mile to as far as 30 miles. Our drivers receive additional training beyond state requirements, including transporting special education students. Our buses are carefully maintained, and every effort is made to transport students to and from school in a safe and timely manner. We also provide transportation for field trips and athletic activities.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	7 hrs. 0 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/10/03	3/14/03	5/30/03
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Additional Calendar/Report Card Information

In addition to the quarterly report cards, our school provides Bi-monthly grade reports to parents. Students bring the reports home twice per month for improved parent/school communication. In addition, each team communicates with parents via e-mail communications with reports attached and computer-generated progress notes. Parents may request additional reporting methods if necessary.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No 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 Three Computer Labs	W Multimedia Lab
W Technology Lab	W Library World Wide Web Network

Extracurricular Activities

W Fine Arts/Drama/Band/Orchestra/Choir/Art	W Computer/Technology Club
W Student Council/Spanish Club	W National Junior Honor Society
W After-School Athletics Program	W Athletic Club/Interscholastic Teams
W Goals & Decisions/ Builder's Club	W Library Club/Science Club

School/Community Resources

W Counseling Services--Peer Mediation	W Crisis Intervention/DARE Officer
W School Safety Probation Officer	W Lunch Program/Advisor-Advisee Program
W Community Wellness Program	W School Psychological Services
W Afterschool Tutorial	W Community Service Learning Activities

∨ 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 Created an on-site alternative program for at-risk students for 2002-03 school year that integrates technology and basic skills. Students are assessed using a standards-based reporting system.</p> | <p>W School-to-Work Award for Tortolita Recycling, our student recycling program, and our Broadcast News morning video announcements program.</p> |
| <p>W Created a 2002-03 alternative master schedule for integration of a content area reading model. This schedule provides opportunities for integrated reading instruction and increased instructional time throughout the school day.</p> | <p>W US Department of Education Blue Ribbon Award for Excellence. We were the only school in Arizona so honored in 2000.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	10.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	95.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	4.3 %	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
Arizona Counselor of the Year	2001
Arizona School-to-Work Awards	2000
National Blue Ribbon Award for Excellence	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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	476	520	8%	19%	53%	20%
	State	57484	504	24%	20%	40%	16%
Writing	School	458	509	5%	32%	62%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	470	484	20%	45%	24%	12%
	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

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												
7	Reading	92	63	52	100	68	53	94	65	52	93	63	53	90	69	55
	Language	92	59	52	100	69	54	94	63	54	96	61	55	90	70	58
	Mathematics	92	56	53	100	65	55	93	62	56	92	60	58	92	67	60
8	Reading	97	62	54	100	66	54	95	65	53	96	62	55	89	63	56
	Language	97	58	46	100	59	49	95	62	49	97	58	50	86	61	52
	Mathematics	97	56	52	100	65	54	94	69	56	94	65	58	91	67	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 6-7	72	56
Grades 7-8	72	82
*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

Each staff member is trained in various discipline techniques which are utilized consistently in a team setting. In addition, we encourage the use of mentoring programs for at-risk students and have implemented an on-site alternative school to help meet the needs of students who are at risk of academic failure. Our discipline program utilizes Teen Court and we accommodate a full-time probation officer on campus who provides safe schools training to all students and a school safety DARE officer.

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).

40

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	\$2,302	\$2,394,219
Classroom Supplies	\$6	\$6,500
Administration	\$487	\$506,561
Support Services-Students	\$333	\$346,105
Other Support Services and Operations	\$791	\$822,827
Total Expenditures- All Categories 2000-2001	\$3,918	\$4,076,212

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
School Site Council	Jane D'Amore	(520) 579-4600	
Transportation Policy	Robert Thomas	(520) 682-4789	
Community Resources	G. Waller/M. Tinghitella	(520) 579-4600	
School Nutrition Programs	Carol Duncan	(520) 682-4770	
Parent Organization	Belinda Taylor	(520) 579-1206	
Student Health/Nurse	Carol Duncan	(520) 682-4770	

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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