

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Emily Gray Junior High School

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

Tanque Verde Unified District
4201 N. Melpomene Way, Tucson, AZ 85749-9523

Principal: Mr. John Bellisario
Schedule: 7:30 AM to 4:00 PM
Web Address: www.tanq.org
E-mail: Unpublished or Unavailable

Grades: 7-9
2002 Enrollment: 533
Phone: (520) 749-3838
Fax: (520) 749-9668

∨ School Overview ∨

Mission

The junior high school has the specific task of meeting the individual needs of early adolescent students and, in so doing, serves as a unique transition between elementary school and high school. The personal and psychological needs of its students, their daily behavior, the development and reinforcement of their study skills, their physical fitness and their self-concept are as important in the curriculum as their academic development.

Organization and Philosophy

- w Departmentalized Classrooms
- w Team Teaching
- w Multiage Classrooms
- w Self-contained Classrooms

Instructional Programs

- w Honors Classes
- w On-site Special Education
- w Inclusion
- w Spanish
- w Computers
- w Electives Program
- w Counseling

School/Academic Goals

- w Writing Skills - The students will improve their writing skills, specifically the skills of ideas and development, organization, voice, word choice, sentence fluency and conventions.
- w Mathematics - Students will use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. (Reference Mathematics Standards: Essentials Level MP4).
- w Citizenship - The students will have an increased awareness of, and respect for, others in their community.

Enrollment

October 1, 2001 School Year Student Enrollment:	522
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	11

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

Council Duties

- w Parent/Educator Relations
- w Extracurricular Activities
- w High School Feasibility Study
- w Student Discipline
- w Textbook Adoption Review

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	3.50	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	5	0	0
4 to 6 years	3	2	1	0
7 to 9 years	1	1	0	0
10 or more years	2	15	0	0

∨ **Shared Responsibilities** ∨

School

The responsibilities of the school revolve around the issues of education, safety and providing necessary curriculum materials. The children must feel safe in the school setting. An appropriate educational environment must be created that supports productive learning.

Parents

The school expects parents to provide for the basic physical and emotional needs of their students and to model the importance of education and learning. Children must be held accountable for their responsibilities and encouraged toward success. Discipline guidelines should be understood and supported. Parents must provide transportation for distances under one mile and ensure consistent attendance.

∨ **Transportation Policy** ∨

The school board authorizes the administration to provide regular school bus transportation to and from school for the following categories: Special education students whose handicapping conditions require transportation as indicated in their Individualized Education Programs; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided and students who live more than one mile from school.

∇ 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 High test scores on state achievement tests including the Stanford 9 and AIMS in all areas.</p> | <p>W Planning of activities to improve citizenship. Harrassment Information Assembly, Learning Styles Profiles, Diversity Training, Peer Counseling and Counseling Groups.</p> |
| <p>W Implementation of required writing courses for all eighth and ninth grade students.</p> | <p>W Implementation of Geometry Curriculum Units to address the Arizona Academic Standards and AIMS testing requirements.</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	14.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	0.6 %			9.5 %
Status Unknown ⁹	0.6 %			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
Top 10% State SAT Scores	1998
Middle School Counselor of the Year	1998
Resource Teacher of the Year	1998
Arizona Golden Bell Award	1998

∨ 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	181	527	7%	17%	46%	31%
	State	57484	504	24%	20%	40%	16%
Writing	School	174	509	6%	29%	64%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	179	489	20%	45%	21%	15%
	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	91	79	52	100	78	53	--	72	52	89	74	53	96	75	55
	Language	97	78	52	100	82	54	--	76	54	88	77	55	96	77	58
	Mathematics	95	78	53	97	80	55	--	77	56	89	72	58	96	76	60
8	Reading	93	77	54	100	78	54	96	76	53	87	76	55	94	74	56
	Language	93	74	46	100	74	49	97	78	49	87	75	50	92	72	52
	Mathematics	89	78	52	100	77	54	93	80	56	83	76	58	94	74	59
9	Reading	90	71	44	100	68	43	97	66	43	87	68	43	92	63	43
	Language	93	68	39	100	66	39	95	66	40	86	69	41	91	62	42
	Mathematics	91	84	57	100	82	57	95	83	59	86	85	61	92	82	62

∨ 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	73	52
Grades 7-8	72	87
*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

To promote a safe and orderly climate, we offer the following programs at Emily Gray: Grade-level Teams; peer counseling; counseling groups; DARE Officers and Sheriff Fax Network; Assemblies (Awards, Harassment, Diversity Training); Communication between teachers/office staff/parents; Assertive Discipline; Lunch activities; afterschool activities and athletics.

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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$4,605	\$2,445,931
Classroom Supplies	\$54	\$28,705
Administration	\$798	\$423,771
Support Services-Students	\$368	\$195,716
Other Support Services and Operations	\$657	\$348,902
Total Expenditures- All Categories 2000-2001	\$6,482	\$3,443,025

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	John Holt	(520) 749-3838	
Transportation Policy	Carolyn Gould	(520) 749-9640	
Community Resources	Bobbi Martin	(520) 749-3838	
School Nutrition Programs	Kathy Salwin	(520) 749-2249	
Parent Organization	Marie Baca	(520) 760-5898	
Student Health/Nurse	Janet McGhee	(520) 749-3838	

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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