

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

EL HS

- | | | |
|-------------------------------------|-------------------------------------|-------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Excelling |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Improving |
| <input type="checkbox"/> | <input type="checkbox"/> | Maintaining Performance |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Underperforming |
| <input type="checkbox"/> | <input type="checkbox"/> | Extremely Small School |

Tucson Urban League Academy

Tucson Urban League, Inc.
2323 S. Park Avenue, Tucson, AZ 85713-3644
Mailing Address: 2305 S. Park Avenue, Tucson, AZ 85713-3644

Superintendent: Mr. Ray Clarke
Schedule: 8:00 AM to 5:00 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: 6-12
2002 Enrollment: 99
Phone: (520) 791-9522 x 234
Fax: (520) 623-9364

∨ School Overview ∨

Mission

The purpose of the Tucson Urban League Academy is to help students and teachers realize their maximum potential together. The Academy adheres to the philosophy that education thrives in an organization that is bound by moral and ethical values, high achievement and devotion to accelerate, remediate and graduate students from diverse communities who desire to fulfill their educational and vocational potential.

Organization and Philosophy

- w Charter School
- w High Academic Standards & Achievements
- w Shared Expectations
- w Self-direction and Personal Efficacy

School/Academic Goals

- w Implement the Arizona Academic Standards.
- w Develop/implement a school assessment plan.

Instructional Programs

- w Remediation
- w Back-to-Basics Skills & Core Knowledge
- w On-site Special Education
- w Self-paced Computerized Instruction
- w Integrated Community Learning Partners
- w Continuous Data That Informs Instruction
- w Enrichment Programs
- w Academic and Vocational Preparation

- w Increase achievement on standardized tests including Stanford 9 scores.
- w Increase students' performance scores in reading and math by one grade level.

Enrollment

October 1, 2001 School Year Student Enrollment:	152
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	137

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>. EL-Elementary; HS-High School.

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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

∨ **School Site Council** ∨

Council Composition

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

Council Duties

w School Policies
 w Enrollment/Retention
 w School Budget
 w Planning and Reporting
 w Academic Standards
 w School Evaluation

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	9.50
Other Professional Staff	2.50	Teacher Aide	0.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Provide a safe school environment that is conducive for learning. Measure success by comparing student's achievement against his or her personal goals and prior abilities and knowledge. Provide choices and genuine experience in decision-making to the student. Emphasize education as a process. Treat students as individuals. Allow students and parents maximum reasonable choice of diverse educational opportunities. Encourage parents to be involved in school affairs.

Parents

Send the students to school daily and on time, prepared and excited about learning. Continue the education process at home, including being part of the teacher-parent team. Follow school procedures in reporting legitimate absences and readmitting student after an absence. Volunteer some time with the school in an area of interest. Inform the teacher(s) about the child's needs and interests. Attend family night, open house, parent-teacher conferences and other school events throughout the year.

∨ **Transportation Policy** ∨

Provide city bus passes.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	8 hrs. 0 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/17/02	12/19/02	2/5/03	5/1/03
----------	----------	--------	--------

Additional Calendar/Report Card Information

∨ 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 Computer Labs with Internet Access	W Library
W Art Studio	

Extracurricular Activities

W Student Council	W Tutoring and Counseling Extension
W Sports Teams	W Specialized Afterschool Activities

School/Community Resources

W Job Training and Placement Services	W Counseling Services
W Lifeline Afterschool Programs	W GED Classes
W Social Services to Families	W Lunch and Food Nutrition Program
W Summer Youth Employment	W School-to-Work Placements

∨ 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 Conscientious effort to incorporate and align the Arizona Academic Standards into curriculum. Utilization of aligned K-12 computerized curriculum.</p> | <p>W Some improvement in achievement on standardized tests, i.e., Stanford 9 scores.</p> |
| <p>W Utilization of District Assessment Plan to provide data in providing information about student process and deficiencies.</p> | <p>W Increased students' performance scores in reading and math by one grade level.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	71.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	18.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	6.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	2.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	27.4 %			9.5 %
Status Unknown ⁹	15.6 %			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
University of Phoenix Student Teams Quality Awards	2001
Tucson Citizen Annual Student Achievement Award Nominee	2001
Tucson Citizen Student Athlete Award Nominee	2001
Academy's Basketball Team Awards	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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	12	460	58%	33%	8%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
Mathematics	School	**	**	**	**	**	**
	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

Grade 10 (Class of 2003)²

Reading	School	49	471	41%	37%	22%	0%
	State	49803	512	15%	23%	48%	14%
Writing	School	48	432	54%	29%	17%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	56	431	98%	2%	0%	0%
	State	50429	480	48%	19%	22%	10%

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												
6	Reading	80	13	53	100	14	54	84	20	53	57	9	54	77	30	56
	Language	80	7	41	100	8	44	100	10	44	42	4	45	77	12	47
	Mathematics	80	33	57	100	29	59	100	17	60	50	12	63	77	25	65
7	Reading	89	32	52	100	18	53	70	20	52	73	6	53	91	16	55
	Language	89	41	52	100	15	54	66	23	54	73	3	55	91	8	58
	Mathematics	94	29	53	100	21	55	70	19	56	73	11	58	91	10	60
8	Reading	84	24	54	100	33	54	55	20	53	79	21	55	93	19	56
	Language	89	19	46	100	15	49	59	10	49	79	13	50	86	11	52
	Mathematics	89	28	52	100	22	54	59	21	56	75	15	58	79	22	59
9	Reading	--	--	44	--	--	43	--	20	43	48	19	43	74	16	43
	Language	--	--	39	--	--	39	--	18	40	42	15	41	63	18	42
	Mathematics	--	--	57	--	--	57	--	23	59	44	31	61	65	20	62
10	Reading	--	--	42	--	--	42	--	6	42	--	--	--	--	--	--
	Language	--	--	43	--	--	44	--	9	44	--	--	--	--	--	--
	Mathematics	--	--	47	--	--	49	--	16	50	--	--	--	--	--	--
11	Reading	--	--	46	--	--	44	--	19	45	--	--	--	--	--	--
	Language	--	--	43	--	--	42	--	9	44	--	--	--	--	--	--
	Mathematics	--	--	51	--	--	52	--	16	55	--	--	--	--	--	--

∨ **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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 5-6	***	***
Grades 6-7	**	**
Grades 7-8	*	*

*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 Tucson Urban League Academy has a full-time School Resource Officer and counseling staff designated to promote a safe and secure environment. The school works in cooperation with the local precinct and other law enforcement agencies to ensure that the school campus remains a safe place for children. All visitors entering the school are properly screened.

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).

15

School uniforms are 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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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	Vertie Sparks	(520) 791-9522	236
Transportation Policy	Charles E. Monroe	(520) 622-3651	509
Community Resources	Ruth Conley	(520) 622-3651	581
School Nutrition Programs	Terry Carleton	(520) 622-3651	511
Parent Organization	Patricia Morris	(520) 622-3651	
Student Health/Nurse	Mary Islas	(520) 622-3651	518

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."