

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Peter Howell Elementary School

Tucson Unified District
401 N. Irving, Tucson, AZ 85711

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

Principal: Mrs. Jan Vesely

Schedule: 7:30 AM to 4:30 PM

Web Address: edweb.tusd.k12.az.us/Howell/

E-mail: jvesely@tusd.k12.az.us

Grades: K-5

2002 Enrollment: 390

Phone: (520) 232-7200

Fax: (520) 232-7201

∨ School Overview ∨

Mission

The mission of Peter Howell is to challenge all students to achieve their personal best through rigorous, engaging, creative and innovative programs that develop skills and knowledge for lifelong learning and responsible citizenship.

Organization and Philosophy

- w Site-based Decision-making
- w PeaceBuilders Program
- w Music is Used to Extend/Enrich Learning
- w Strong Instructional Programming

Instructional Programs

- w Balanced Literacy 2-3 hr. daily block
- w PRIME Math
- w Full-day Kindergarten
- w Gifted Education
- w Fine Arts Instruction
- w Opening Minds Through the Arts Program
- w D.E.S.E.R.T. Science Project
- w Student-Teacher Ratio of 22:1

School/Academic Goals

- w Seventy-five percent of students will meet and/or exceed grade-level performance in reading, writing, and math.
- w Increase auditory/visual perception through direct music programming to build capacity for learning.
- w 100% implementation of Balanced Literacy to include guided reading, shared/modeled reading, working with words and the Six Point, Six Trait Writing Rubric to ensure student success in reading and writing.
- w Assess student abilities in reading, writing and math to provide opportunities for individual leveled instruction.

Enrollment

October 1, 2001 School Year Student Enrollment:	370
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	61

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

Council Duties

- w Instruction/Curriculum
- w Environment
- w Diversity Appreciation
- w Home/Community Partnerships
- w Leadership/Human Resources
- w Organizational Planning/Assessment

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	2.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	4	0	0
10 or more years	5	11	1	0

∨ **Shared Responsibilities** ∨

School

Howell school will provide a safe, stimulating, positive and productive learning environment to maximize student potential for success in academic achievement, social responsibility, emotional and physical well-being. Howell school will provide students with standards-based instruction complemented with a variety of co-curricular activities to stimulate intellectual development. Howell school is committed to supporting the citizenship, conduct, character and achievement of its students.

Parents

Support the student by providing an environment conducive to emotional and physical wellness. Provide support for tutoring and homework; communicate with teachers in a timely manner; collaborate with the school to maximize potential for student success. Parents actively participate in the education of their child, monitor their child's academic progress, and support the school's goal of helping every child to reach their full potential.

∨ **Transportation Policy** ∨

Desegregation students are transported to our school from our extended community according to the established policy.

∨ Calendar Information ∨

Number of Instruction Days: 177 **First Day of School:** 8/15/02
Average Daily Instruction Time: 5 hrs. 30 min. **Last Day of School:** 5/21/03
Operates on Traditional Schedule

Report Card Release Dates

10/18/02 12/20/02 3/14/02 5/22/03

Additional Calendar/Report Card Information

Parents are sent ongoing progress reports regarding student performance.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Library/Media Center

W Music Room

W Literacy Book Room

W Family Support Center

Extracurricular Activities

W Band/Orchestra

W Project Shine/Saturday Musical Theater

W Book Clubs

W Project Shine/Afterschool Classes

W Chess Club

W Music Classes

School/Community Resources

W Afterschool Tutoring

W Counseling Services/Crisis Intervention

W ESL Classes

W Nutrition Education

W Before/After School Classes

W Clothing Bank

W Parenting Classes

W Tucson Fire Dept. Safety Classes

∨ 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 Peter Howell Elementary assessment scores average higher than the state and district in majority of assessment areas.</p> | <p>W Students published in the Anthology of Young Authors and published as winners of a poetry contest, Tucson's River of Words.</p> |
| <p>W Recipient of National Arts in Education grant to fund the OMA (Opening Minds Through the Arts) project, which is a comprehensive, integrated arts program in collaboration with the University of Arizona, Tucson Symphony, and Arizona Opera Company.</p> | <p>W Recipient of 21st Community Learning Center grant (Project Shine) which provides comprehensive before and after school programming. Instruction is focused on reading, writing, and math with a fine arts emphasis.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	26.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	9.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.9 %	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
Grant Funding for Music Programming	2001
Anthology of Young Authors	2002
Grant Funding for Opera Performances	2002
Opening Minds Through the Arts	2001

∨ 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	School 52	523	6%	23%	46%	25%
	State	58840	524	9%	17%	45%	29%
Writing	School	49	549	6%	6%	71%	16%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	52	515	10%	23%	52%	15%
	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	57	506	18%	14%	47%	21%
	State	61305	505	21%	20%	43%	15%
Writing	School	59	510	8%	29%	58%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	59	489	10%	47%	19%	24%
	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	--	--	--	--	--	--	--	--	--	77	56	60	--	--	--
2	Reading	--	--	--	88	65	50	52	41	52	84	44	53	55	67	57
	Language	--	--	--	88	58	40	69	24	43	81	56	44	58	69	48
	Mathematics	--	--	--	86	58	51	68	38	55	85	57	57	55	67	61
3	Reading	80	52	47	79	47	47	87	60	48	71	41	50	82	38	50
	Language	81	51	49	81	45	51	85	56	54	69	47	56	84	48	57
	Mathematics	80	48	46	79	51	49	87	66	52	66	41	54	84	44	56
4	Reading	86	50	53	78	49	54	100	41	54	93	54	55	77	35	55
	Language	88	45	47	78	46	49	98	41	48	93	49	50	75	40	50
	Mathematics	90	39	51	81	34	54	98	44	55	93	51	57	79	34	58
5	Reading	87	51	51	82	58	51	87	44	51	93	49	51	84	58	53
	Language	85	51	42	74	51	44	87	33	45	97	42	45	87	47	47
	Mathematics	90	39	51	79	41	54	83	41	55	97	49	57	79	48	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 2-3	47	27
Grades 3-4	69	71
Grades 4-5	61	59
Grades 5-6	***	***

*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

A School Safety Team developed a Comprehensive Safety Plan to promote a safe and orderly climate for learning. This team provides staff development exercises to ensure preparedness for our students' safety.

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	\$2,773	\$1,087,522
Classroom Supplies	\$28	\$10,883
Administration	\$464	\$181,825
Support Services-Students	\$180	\$70,643
Other Support Services and Operations	\$652	\$255,641
Total Expenditures- All Categories 2000-2001	\$4,096	\$1,606,514

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	Mrs. Chris Diaz	(520) 232-7200	
Transportation Policy	TUSD Transportation	(520) 225-4812	
Community Resources	Linda Perry	(520) 232-7222	
School Nutrition Programs	TUSD Food Services	(520) 232-7223	
Parent Organization	Karen Spencer	(520) 232-7200	
Student Health/Nurse	Barbara Cook	(520) 232-7217	

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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