

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Richey K-8 School

Tucson Unified District
2209 N. 15th Avenue, Tucson, AZ 85705

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

Principal: Ms. Helen M.B. Grijalva
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: rthomas@tusd.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 204
Phone: (520) 225-2800
Fax: (520) 225-2801

∨ School Overview ∨

Mission

We believe in the philosophy that all students can learn and given the appropriate environment and instructional program, students can achieve academic successes. Our hope is that before our children leave their elementary/middle school experience, they have developed a foundation from which they can strive to reach their full potential by becoming lifelong learners and productive citizens of our community.

Organization and Philosophy

- w Richey Community of Learners
- w Multilingual/Multicultural Education
- w Child-centered/Experience-based ITI
- w Self-contained Classrooms

Instructional Programs

- w Bilingual/Bicultural Education
- w STAAR Program
- w Integrated Project Choki Arts Program
- w ArtsReach Writing Program
- w Preschool-CAPS/ABLE Program
- w On-site ED Exceptional Education
- w Exceptional Education
- w Gifted Resource

School/Academic Goals

- w Implementation of TUSD CORE Curriculum, K-3 Spanish/English Bilingual programs, Title I, Project Choki, OMA and STAAR Programs will build on student strengths, background experiences and language to ensure our commitment to student achievement.
- w Student work will be collected in portfolios and used for planning curriculum and instruction, and utilized for assessment purposes.
- w Computer technology will be utilized in grades K-8 for CORE content acquisition, skill development and problem-solving skills.
- w Implementation of a schoolwide focus on expressive writing and the writing process will improve student's language development skills by 15% as measured through the TUSD Essential Skills Assessment.

Enrollment

October 1, 2001 School Year Student Enrollment:	174
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	20

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

Council Duties

- w School Safety Issues
- w Student Discipline Uniforms
- w Title I Budget
- w Instructional Strategies
- w Student Achievement
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	2.00	Teacher Aide	6.00

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	0	1	0	0
7 to 9 years	0	1	0	0
10 or more years	4	10	0	0

∨ **Shared Responsibilities** ∨

School

District information in the Richey School Handbook; school newsletter. Enhancing academic expectations through parent workshops; Richey FRWC services and parent room; ESL classes; computer classes for parents; prevention programs, i.e., ITI Lifeskills; providing student and parent recognition assemblies; and the use of our Teacher-Parent Compact.

Parents

Attend parent workshops and conferences; participate in committees; volunteer in classrooms/parent room and as monitors; read to their children; secure assistance from FRWC to meet basic family needs; monitor homework assignments and attend student conferences; monitor and improve student attendance and tardiness.

∨ **Transportation Policy** ∨

Only exceptional education students assigned to Richey Elementary School are provided transportation services. The TUSD Exceptional Education Department and our Transportation Department determine the scheduling of transportation for our students.

∨ Calendar Information ∨

Number of Instruction Days:	175	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 20 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/21/02	1/9/03	3/20/03	5/21/03
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Additional Calendar/Report Card Information

∨ 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 Mac Lab	W Literacy Resource Room
W Parent Room	W Wellness Center Satellite

Extracurricular Activities

W Student Leadership Team	W Folklorico Dance Group
W Track & Field	W Chess Club
W Basketball	W Yearbook
W Guitar Lessons	W Community Poetry Presentations

School/Community Resources

W Clothing Bank/Food Referrals	W Counseling Services
W Crisis Intervention Adult/Child	W Temporary Employment for Parents
W Computer Classes for Parents	W Parenting Classes
W Medical/Dental Referrals	W ESL 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

- W Classroom teachers in grades K-8 are participating in our Title I Interactive Literacy Instructional Program. Continuity in reading and writing teaching methodologies is producing increased student performance in reading and writing skills.
- W K-8 students participated in an extended art and poetry writing project through our Project Choki Integrated Arts Program. This is the first year that K-8 students will participate with the OMA program.

- W Richey students continue to share their poetry and writings with the community of Tucson and Sells. Students' work is also published in the Arts Reach publication.

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	14.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	10.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
NDS	

∨ 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	20	490	25%	25%	45%	5%
	School State	58840	524	9%	17%	45%	29%
Writing	School	19	519	11%	21%	63%	5%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	19	446	53%	26%	21%	0%
	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	18	485	39%	33%	28%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	18	472	44%	17%	33%	6%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	16	447	44%	38%	12%	6%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	**	**	**	**	**	**
	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%

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	--	--	--	--	--	--	--	--	--	88	28	60	--	--	--
2	Reading	--	--	--	100	32	50	52	22	52	83	12	53	58	24	57
	Language	--	--	--	100	18	40	64	14	43	87	13	44	65	12	48
	Mathematics	--	--	--	100	17	51	68	11	55	83	16	57	50	21	61
3	Reading	55	14	47	100	24	47	78	18	48	46	23	50	68	30	50
	Language	58	10	49	100	32	51	75	36	54	58	33	56	64	35	57
	Mathematics	61	7	46	100	34	49	71	17	52	54	18	54	73	18	56
4	Reading	74	28	53	100	18	54	79	23	54	65	31	55	40	34	55
	Language	70	15	47	100	12	49	86	26	48	65	23	50	48	32	50
	Mathematics	74	22	51	100	15	54	79	19	55	61	27	57	44	33	58
5	Reading	82	24	51	100	19	51	74	22	51	85	30	51	71	19	53
	Language	88	23	42	100	15	44	74	23	45	85	27	45	63	21	47
	Mathematics	89	27	51	100	16	54	80	19	55	85	32	57	75	19	59
6	Reading	--	--	53	--	--	54	93	19	53	100	20	54	--	--	56
	Language	--	--	41	--	--	44	88	11	44	100	24	45	--	--	47
	Mathematics	--	--	57	--	--	59	88	16	60	100	16	63	--	--	65
7	Reading	--	--	52	--	--	53	--	--	52	69	28	53	--	--	55
	Language	--	--	52	--	--	54	--	--	54	62	17	55	--	--	58
	Mathematics	--	--	53	--	--	55	--	--	56	85	19	58	--	--	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	--	--	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	--	--	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	--	--	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	82	64
Grades 3-4	*	*
Grades 4-5	62	58
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

We are working with Pascua Center and the Tucson Police Department to promote a safe and orderly climate for learning. This will be included in our SBM (site-based management).

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)

0

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	\$3,843	\$666,805
Classroom Supplies	\$32	\$5,521
Administration	\$789	\$136,819
Support Services-Students	\$850	\$147,549
Other Support Services and Operations	\$972	\$168,672
Total Expenditures- All Categories 2000-2001	\$6,487	\$1,125,366

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	Pat Larson	(520) 225-2800	
Transportation Policy	Ron Stacy	(520) 225-4800	
Community Resources	Eva A. Martinez	(520) 225-2819	
School Nutrition Programs	Pamela Palmo	(520) 225-4720	
Parent Organization	Eva A. Martinez	(520) 225-2819	
Student Health/Nurse	Marie Christiansen	(520) 225-2817	

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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