

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Van Buskirk Elementary School

Tucson Unified District
725 E. Fair, Tucson, AZ 85714

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

Principal: Mrs. Claudia Tate
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: CTate@tusd.k12.az.us

Grades: Pre-K-5
2002 Enrollment: 503
Phone: (520) 225-3700
Fax: (520) 225-3701

∨ School Overview ∨

Mission

Van Buskirk Elementary School recognizes the potential of all children, and our mission is to create opportunities for all students to achieve excellence within a safe, respectful and nurturing environment. To this end, we strive to maintain a brain-compatible atmosphere where quality instruction, balanced literacy and high expectations foster our main goal of high student achievement. All employees work toward this end.

Organization and Philosophy

- w Self Contained Classrooms
- w Integrated Curriculum
- w Balanced Literacy Program
- w Collaborative Teacher Teams

Instructional Programs

- w Special Education Preschool
- w At-risk Preschool
- w Full-day Kindergarten
- w On-site Special Education/Gifted
- w Computer Training - Students/Staff
- w After School Tutoring
- w Science DESERT Project
- w Literacy Block Program

School/Academic Goals

- w Create a community of learners in which all students achieve full potential through effective instruction.
- w The belief and practice that State Standards/Essential Skills and Core Curriculum are the foundation for teaching and learning.
- w Community, home and school collaborate to meet the academic and social needs of students.
- w Full implementation of a balanced literacy program with an emphasis on guided reading and writing. Math, science are taught as essential skills for life. Technology is integrated with all areas of the curriculum.

Enrollment

October 1, 2001 School Year Student Enrollment:	487
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	23

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

Council Duties

- w Budgetary Decisions
- w Curriculum Decisions
- w Personnel and Staffing Decisions
- w Extracurricular Activities Support
- w Programmatic Evaluation
- w Parent involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	11.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

We assure parents of a safe environment to ensure absence of threat and brain-compatible learning. Lifeskills/Lifelong Guidelines are taught as a common language. High expectations are set for behavior and academics. Contact between staff and parents is frequent by phone, home visits, and conferences. There is weekly communication through the distribution of classroom, school and district materials.

Parents

Responsibilities of parents include sending students to school daily and adequately prepared to learn. Parents are expected to support the homework policy and the literacy and math program. They are to provide for their child's safety by reporting absences, providing current emergency information and presenting prescribed medications to health personnel. Parents are expected to be active partners in their child's education.

∨ **Transportation Policy** ∨

Van Buskirk is truly a neighborhood school. The vast majority of students either walk home or are picked up by family members. Van Buskirk is a receiving school for one district program: ABLE (Arizona Basic Learning Experience) whose students are transported to Van Buskirk. A preschool program(CAPS)provides early learning experiences. Parents arrange for their own transportation for this program. Open enrollment students arrange for their own transportation.

∨ **Calendar Information** ∨

Number of Instruction Days: 176 **First Day of School:** 8/15/02
Average Daily Instruction Time: 5 hrs. 35 min. **Last Day of School:** 5/21/03
Operates on Traditional Schedule

Report Card Release Dates

10/22/02 1/7/03 3/18/03 5/21/03

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 Music Room
- W Library
- W Literacy Room
- W Library Info-Lab

Extracurricular Activities

- W Study Hall & Tutoring
- W School-to-Work Program
- W Basketball
- W Chess Club
- W Band and Orchestra
- W Community Services
- W Tennis
- W Baseball

School/Community Resources

- W Operation School Bell
- W Wellness Center/Medical Services
- W Reading Seed
- W Community Representative
- W Clothing/Food Banks
- W Crisis Intervention/Counselor
- W America Reads Tutors
- W University of Arizona-CATS Program

∨ 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 Test scores continue to increase as measured by Stanford 9 and AIMS. Van Buskirk was awarded twice by the district for math improvement.</p> | <p>W During the 2001-02 School Year Van Buskirk averaged 95% attendance for the school year. Home visits starting at kindergarten and other teacher communications with parents, along with high expectations, have had positive results.</p> |
| <p>W Van Buskirk has been awarded a grant (Education Enrichment Foundation) to integrate technology with information literacy skills.</p> | <p>W Kindergarten and primary parents are invited to special meetings to learn ways to support their child's education at home.</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	16.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.5 %	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
TUSD Quality School Award	1999
Significant Stanford 9 Gains	1999
Two Math 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 3		Number Tested	MS	FFB	A	M	E
Reading	School	65	494	29%	25%	35%	11%
	State	58840	524	9%	17%	45%	29%
Writing	School	40	529	20%	12%	52%	15%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	70	480	33%	31%	26%	10%
	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	52	483	54%	27%	19%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	50	464	38%	48%	12%	2%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	50	456	30%	56%	8%	6%
	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	--	--	--	--	--	--	--	--	--	45	38	60	--	--	--
2	Reading	--	--	--	100	26	50	64	37	52	39	29	53	48	30	57
	Language	--	--	--	100	25	40	66	28	43	40	33	44	56	30	48
	Mathematics	--	--	--	100	38	51	72	39	55	44	39	57	52	41	61
3	Reading	60	25	47	100	37	47	58	32	48	52	33	50	84	25	50
	Language	57	33	49	100	39	51	58	43	54	55	38	56	85	30	57
	Mathematics	63	31	46	100	32	49	62	37	52	56	30	54	86	23	56
4	Reading	58	25	53	100	41	54	56	49	54	56	42	55	81	41	55
	Language	63	25	47	100	35	49	57	50	48	56	40	50	78	43	50
	Mathematics	64	23	51	100	39	54	59	38	55	57	46	57	82	43	58
5	Reading	78	30	51	100	39	51	64	27	51	79	28	51	74	22	53
	Language	74	27	42	100	34	44	65	29	45	79	28	45	74	17	47
	Mathematics	82	37	51	100	34	54	65	35	55	82	24	57	75	28	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	70	32
Grades 3-4	90	83
Grades 4-5	52	55
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

Each year Van Buskirk holds a Safety Walk in collaboration with the community. This Safety Walk allows for students to know that there is a safe way that they can walk home from school. The school works with City Council, the Neighborhood Association, teachers, and parents to provide this opportunity. Teachers walk students to the door of the school each day in order for parents to pick them up safely. Monitors monitor students on the playground, before school, and at dismissal times.

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	\$2,334	\$1,165,975
Classroom Supplies	\$21	\$10,478
Administration	\$397	\$198,281
Support Services-Students	\$336	\$167,817
Other Support Services and Operations	\$625	\$312,295
Total Expenditures- All Categories 2000-2001	\$3,713	\$1,854,846

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	Felicia Begay	(520) 225-3700	
Transportation Policy	Claudia Tate	(520) 225-3704	
Community Resources	JoAnn Valerio	(520) 225-3722	
School Nutrition Programs	Diane Villasenor	(520) 225-3723	
Parent Organization	Shared Leadership	(520) 225-3700	
Student Health/Nurse	Rosanna Radspinner	(520) 225-3700	

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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