

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Vesey Elementary School

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

Tucson Unified District
5005 S. Butts Road, Tucson, AZ 85746

Principal: Mrs. Edidtsa R. Michel
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: emichel@tusd.k12.az.us

Grades: K-5
2002 Enrollment: 554
Phone: (520) 908-4600
Fax: (520) 908-4601

∨ School Overview ∨

Mission

Every child can learn. Our educational team's commitment is to create an effective learning environment by providing programs to meet their needs.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Multiage Classrooms
- w Departmentalized Classrooms

Instructional Programs

- w Self-contained Classes
- w Reading
- w K-3
- w Speech
- w Special Education Resource
- w GATE
- w Math Program
- w Full-day Kindergarten

School/Academic Goals

- w Implement effective instructional practices that will create a community of learners so that all students can achieve their full potential.
- w Improve curriculum and instruction to build on the prior cultural knowledge/strengths that children bring to school.
- w Develop grade-level meetings for the purpose of designing grade-level strategies, as well as program implementation, Breakthru and TAT.
- w The learning and working environment will be safe, stimulating, positive and productive.

Enrollment

October 1, 2001 School Year Student Enrollment:	650
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	9

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 Instructional Strategies
- w Budget
- w Student Discipline
- w Textbook Selection
- w Curriculum Development
- w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	20.00
Other Professional Staff	3.00	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	4	1	0	1
4 to 6 years	5	0	0	0
7 to 9 years	1	0	0	0
10 or more years	5	4	0	2

∨ **Shared Responsibilities** ∨

School

Communication is frequent and informative. Parents and community members are encouraged to participate in their children's education as learner, advocate and committee member. Our school has an active PTA, School Community Partnership Council and School Site Council that are active in our programmatic efforts and development.

Parents

Students are expected to attend school regularly and to be on time. Parent/teacher conferences are scheduled throughout the year. The school provides free and reduced breakfast and lunch for students. Parents need to play a key role in the education of their children. Parents must provide encouragement, show interest in the child's work, and make a presence at school to show their interest in developing vital and open communications with the school and the teacher.

∨ **Transportation Policy** ∨

The transportation policy adopted by our school district is followed.

∨ Calendar Information ∨

Number of Instruction Days:	177	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

10/22/02	1/7/03	3/18/03	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 - 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 Library	W Computer Lab
W Classroom Mini-labs	W Resource Classroom

Extracurricular Activities

W Campus Beautification Program	W Drug Abuse Resistance Education
W Student Council	W Peer Mediation
W Student Hall Monitors	W Girl/Boy Scouts
W Pima County Parks & Recreation	W Mentoring

School/Community Resources

W Afterschool Program	W Breakfast Program
W Lunch Program	W Clothing/Food Banks
W Counseling Services	W Health Services

∨ 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 School Hoe Down during Rodeo Week involving all students, staff and community, as well as enrichment programs scheduled throughout the year.</p> | <p>w Improving student achievement as measured by AIMS and CCSA in the areas of Reading, Writing, and Mathematics.</p> |
| <p>w Improving student achievement as measured by the Stanford 9 Test in the areas of Language and Mathematics.</p> | <p>w A Love of Reading Week that included over 100 adults reading to all our children. Schoolwide Reading Program. Jump for Heart - Vesey students and staff participated to raise money for the American Heart Association.</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	15.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.2 %	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
American Heart Association	2002
Community Service Award	2001
Exemplary Volunteer Program	2001
Jump For Heart Participant	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	87	512	10%	21%	54%	15%
	School State	58840	524	9%	17%	45%	29%
Writing	School	93	521	12%	25%	55%	9%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	91	516	8%	36%	34%	22%
	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	110	500	25%	24%	39%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	107	496	20%	33%	41%	7%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	116	474	23%	48%	10%	18%
	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	--	--	--	--	--	--	--	--	--	73	32	60	--	--	--
2	Reading	--	--	--	100	41	50	78	35	52	85	38	53	74	34	57
	Language	--	--	--	100	33	40	81	38	43	91	25	44	80	30	48
	Mathematics	--	--	--	100	40	51	78	30	55	90	29	57	82	30	61
3	Reading	87	41	47	100	46	47	92	32	48	90	30	50	94	34	50
	Language	88	42	49	100	48	51	93	42	54	89	35	56	94	40	57
	Mathematics	87	34	46	100	39	49	91	36	52	91	30	54	97	39	56
4	Reading	97	37	53	100	44	54	91	41	54	92	36	55	93	30	55
	Language	97	33	47	100	42	49	91	40	48	91	35	50	95	33	50
	Mathematics	97	33	51	100	36	54	95	34	55	92	33	57	95	28	58
5	Reading	97	42	51	100	40	51	92	41	51	91	38	51	89	40	53
	Language	97	36	42	100	33	44	91	31	45	88	33	45	90	34	47
	Mathematics	97	41	51	100	34	54	94	35	55	93	29	57	96	42	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	62	78
Grades 3-4	71	60
Grades 4-5	78	84
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

Vesey School offers students many opportunities to participate in VIPs; Student Recognition/Enhancement Programs; Lunchroom Performance; BEST Program; Peer Mediation; Student Safety Patrols. A schoolwide discipline policy is in place, as well as a District Rights and Responsibilities Handbook and Vesey Student Handbook. Our goal is to develop an educational program that will nurture and cultivate each student's intellectual curiosity and academic potential.

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 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	\$3,106	\$2,201,356
Classroom Supplies	\$22	\$15,738
Administration	\$444	\$314,538
Support Services-Students	\$213	\$151,197
Other Support Services and Operations	\$607	\$430,510
Total Expenditures- All Categories 2000-2001	\$4,393	\$3,113,339

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	Edidtsa R. Michel	(520) 908-4600	
Transportation Policy	Nick Makres	(520) 225-4800	
Community Resources	Barbara C. Benton	(520) 225-6403	
School Nutrition Programs	Camilla Loehrer	(520) 225-4758	
Parent Organization	Cheri Malloy	(520) 908-4600	
Student Health/Nurse	Kathryn Long	(520) 908-4617	

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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