



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5005 S. Butts Road, Tucson, AZ 85757

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. David L. Geesey  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 Web Address : edweb.tusd.k12.az.us/vesey/  
 Phone Number : (520) 908-4600  
 Fax Number : (520) 908-4601  
 E-mail : david.geesey@tusd1.org

Mission

Every child can learn. Our educational team's commitment is to create an effective learning environment by providing programs to meet student goals and meet individual expectations.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Maintain our attendance percentage of 94%.
- ü An increase of 5% in our Writing scores as evidenced by AIMS/CCSA.
- ü An increase of 5% in our Reading scores as evidenced by AIMS/Terra Nova.
- ü An increase of 5% in our Mathematics scores as evidenced by AIMS/ Terra Nova.

Enrollment

October 1, 2005 School Year Student Enrollment : 639  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- Ü GATE
- Ü Reading
- Ü Writing
- Ü Mathematics
- Ü Special Education Resource
- Ü Speech
- Ü Science
- Ü Social Studies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Vesey Elementary School has the responsibility of communicating with our parents in a frequent and informative manner, as well as in making sure that any information be provided in the appropriate language necessary. In addition, Vesey Elementary School has an active PTA, School Community Partnership Council and School Site Council that are active in our programmatic efforts and development.

Parents

Parents of Vesey Elementary School students need to play a key role in the education of their children. They must provide encouragement, show interest, and make a presence at school to show their interest in developing vital and open communications as partners with the school and the teacher. They must also keep us informed of any changes in address, phone number, etc. Parents of our school need to notify us of any absence(s) for their child(ren) as well as the reason(s) for the absence(s).

Transportation Policy

The transportation policy adopted by our school district is followed.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü American Heart Association	2005
Ü CCSA Reading, Writing, and Math	2002
Ü Stanford 9 Reading, Writing, and Math	2002
Ü Jump For Heart Participant	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	4704	80010	99	99	99	431	443	447	12	11	10	25	20	18	53	54	53	10	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2282	38935	100	99	99	431	444	447	12	9	9	21	20	19	58	57	55	10	14	17
Male	69	2422	40974	99	99	98	431	441	448	13	12	11	28	21	18	49	52	52	10	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	96	2729	34545	99	99	99	426	435	432	15	12	14	25	24	24	53	54	53	7	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	22	1370	35142	100	99	99	450	462	465	5	6	5	23	12	11	50	57	56	23	26	28
Students with Disabilities	16	594	10161	100	94	93	387	415	419	50	30	28	31	27	28	19	37	36	NA	6	8
Students without Disabilities	105	4110	69849	99	100	100	437	446	451	7	8	7	24	19	17	58	57	56	11	16	19
Limited English Proficient Students	23	739	14013	96	98	97	404	410	413	22	27	24	43	35	34	30	35	39	4	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	69	2469	39029	97	99	98	428	435	432	10	12	14	30	24	25	52	54	52	7	9	9
Non-Economically Disadvantaged	52	2235	40981	100	99	100	434	451	462	15	9	6	17	16	13	54	54	54	13	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	4701	79438	99	99	98	442	446	451	15	10	9	21	27	24	55	55	56	9	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2284	38775	100	99	99	453	453	457	15	8	7	8	24	22	65	58	58	12	11	13
Male	69	2417	40560	99	99	97	433	440	446	14	13	12	30	29	25	48	52	54	7	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	96	2723	34297	99	99	98	439	438	434	17	12	14	19	30	31	56	52	50	8	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	22	1369	34887	100	99	98	454	465	471	9	5	4	27	18	15	50	62	63	14	15	18
Students with Disabilities	16	585	9588	100	93	88	385	410	416	56	30	30	31	36	32	13	32	34	NA	3	5
Students without Disabilities	105	4116	69850	99	100	100	451	451	456	9	8	7	19	25	23	62	58	59	10	9	12
Limited English Proficient Students	23	734	13856	96	98	96	407	403	407	22	29	27	35	44	43	43	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	69	2460	38685	97	98	97	439	437	435	13	12	14	25	30	32	55	53	50	7	4	5
Non-Economically Disadvantaged	52	2241	40753	100	99	99	445	456	467	17	8	5	15	23	16	56	57	62	12	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	4706	79971	100	99	99	407	420	423	8	7	8	54	43	41	38	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2287	38974	100	99	99	423	432	437	4	5	5	40	36	33	57	57	57	NA	2	4
Male	70	2419	40895	100	99	98	395	408	410	11	9	10	64	50	47	24	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	98	2724	34481	100	99	99	405	416	410	8	7	10	55	46	46	37	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	22	1373	35150	100	99	99	418	430	437	5	5	5	50	38	35	45	54	56	NA	3	5
Students with Disabilities	16	604	10258	100	96	94	351	373	377	31	22	23	56	55	51	13	23	25	NA	1	1
Students without Disabilities	107	4102	69713	100	99	100	416	426	429	5	5	5	53	41	39	42	52	52	NA	2	3
Limited English Proficient Students	24	741	13985	100	99	97	389	378	382	8	19	18	79	56	54	13	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	71	2467	38994	100	99	98	408	414	409	8	8	10	55	47	47	37	45	41	NA	1	1
Non-Economically Disadvantaged	52	2239	40977	100	99	100	406	427	437	8	6	5	52	39	34	40	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	4554	80147	94	98	99	483	474	482	9	13	11	15	20	17	52	48	49	24	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2200	39281	95	98	99	483	475	483	8	11	9	19	22	17	49	48	50	25	19	24
Male	51	2352	40780	93	97	98	484	473	482	10	14	12	12	19	17	55	48	48	24	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	80	2529	33494	94	98	99	484	466	466	10	15	15	11	24	23	56	47	49	23	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	17	1383	36122	94	98	99	485	492	501	NA	7	5	29	14	10	41	51	50	29	28	35
Students with Disabilities	10	589	10295	59	88	92	NA	439	443	NA	35	33	NA	26	26	NA	34	33	NA	6	8
Students without Disabilities	94	3965	69852	100	100	100	491	479	488	3	10	7	13	20	16	57	50	51	27	21	26
Limited English Proficient Students	12	669	12722	86	97	97	436	439	441	33	27	27	17	35	33	50	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	59	2431	38371	95	97	97	484	464	465	12	16	15	10	24	23	54	47	49	24	13	13
Non-Economically Disadvantaged	45	2123	41776	92	98	100	483	485	498	4	9	6	22	16	11	49	49	49	24	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	4563	79686	97	98	98	460	463	470	12	13	11	31	27	24	54	53	57	3	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2214	39163	100	99	99	461	468	475	13	10	9	27	25	22	59	57	60	2	8	10
Male	52	2347	40438	95	97	97	458	457	465	12	16	13	37	30	25	48	49	54	4	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	82	2525	33299	96	98	98	462	454	452	12	16	17	29	32	32	56	48	47	2	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	18	1388	35914	100	99	98	452	482	489	11	6	5	33	19	15	56	63	67	NA	12	14
Students with Disabilities	14	593	9808	82	88	87	402	425	432	50	37	35	50	32	32	NA	28	30	NA	3	3
Students without Disabilities	94	3970	69878	100	100	100	468	468	475	6	9	8	29	27	23	62	57	61	3	7	9
Limited English Proficient Students	12	666	12594	86	97	96	414	420	422	33	34	34	58	47	45	8	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	60	2438	38095	97	98	97	458	452	452	12	17	17	30	32	32	57	48	48	2	3	3
Non-Economically Disadvantaged	48	2125	41591	98	98	99	462	475	486	13	9	6	33	23	16	50	59	65	4	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	4592	80372	96	99	99	478	474	475	2	4	4	31	31	30	65	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2219	39452	100	99	99	483	485	488	2	3	3	25	22	22	73	72	72	NA	2	3
Male	51	2371	40836	93	98	98	473	463	464	2	5	6	37	38	37	57	56	56	4	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	82	2551	33608	96	99	99	475	469	462	2	5	6	33	33	36	63	61	57	1	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	18	1388	36213	100	99	99	485	486	489	NA	2	2	22	26	22	78	69	72	NA	3	3
Students with Disabilities	13	628	10526	76	93	94	404	427	427	15	14	15	69	53	53	15	32	31	NA	1	1
Students without Disabilities	94	3964	69846	100	100	100	488	480	482	NA	3	3	26	27	26	72	69	69	2	2	2
Limited English Proficient Students	12	674	12747	86	98	97	414	426	432	8	14	12	67	51	52	25	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	60	2454	38521	97	98	98	469	463	461	3	6	6	35	35	38	62	59	55	NA	1	1
Non-Economically Disadvantaged	47	2138	41851	96	99	100	490	485	489	NA	2	3	26	26	22	70	69	72	4	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	4552	79306	100	98	99	492	496	504	19	16	13	22	23	20	47	47	49	13	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2186	38845	100	98	99	494	496	505	11	14	11	27	24	20	50	49	50	11	14	18
Male	66	2365	40383	100	97	98	490	496	504	24	18	14	17	22	19	45	45	47	14	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	80	2530	32673	100	98	99	488	485	487	20	19	18	23	27	25	46	45	46	11	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	24	1420	36234	100	97	99	513	517	523	8	8	6	21	16	13	50	51	52	21	25	28
Students with Disabilities	13	573	10286	100	85	91	439	456	462	62	44	41	23	29	27	15	23	27	NA	3	5
Students without Disabilities	98	3979	69020	100	100	100	499	501	510	13	12	9	21	22	18	51	50	52	14	16	21
Limited English Proficient Students	11	593	10291	100	96	96	464	456	458	27	41	38	45	32	34	27	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	64	2380	37437	100	98	97	486	484	486	19	20	19	23	26	26	48	45	46	9	9	9
Non-Economically Disadvantaged	47	2172	41869	100	98	100	500	508	521	19	11	7	19	18	14	45	49	51	17	21	27

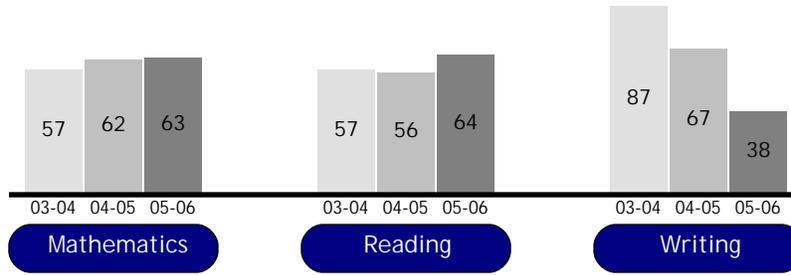
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	4596	79000	100	99	98	475	483	489	17	11	10	27	28	24	54	54	58	2	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2204	38774	100	99	99	479	488	494	7	7	7	34	27	22	57	57	61	2	8	10
Male	66	2391	40150	100	98	98	473	479	485	23	14	12	23	28	25	53	53	55	2	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	80	2553	32508	100	99	98	471	473	472	18	13	15	33	34	33	48	49	49	3	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	24	1435	36135	100	98	98	493	503	508	8	6	4	17	17	14	75	64	67	NA	13	15
Students with Disabilities	13	617	9991	100	91	88	427	442	449	69	38	33	15	37	36	15	24	29	NA	2	2
Students without Disabilities	98	3979	69009	100	100	100	481	489	495	10	7	6	29	26	22	59	59	62	2	8	10
Limited English Proficient Students	11	604	10199	100	97	95	432	439	439	36	34	35	64	47	47	NA	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	64	2403	37234	100	98	97	474	472	472	16	14	15	30	34	33	53	49	50	2	3	3
Non-Economically Disadvantaged	47	2193	41766	100	99	99	475	495	505	19	8	5	23	21	16	55	60	65	2	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	4607	79611	100	99	99	496	500	496	10	5	7	29	36	37	61	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2206	39016	100	99	99	519	514	511	5	3	4	16	26	29	80	70	66	NA	1	1
Male	66	2400	40519	100	99	98	483	488	482	12	7	10	38	44	44	50	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	80	2557	32855	100	99	99	497	495	481	11	6	10	23	39	43	66	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	24	1445	36380	100	99	99	501	510	511	4	4	4	42	29	30	54	66	65	NA	1	1
Students with Disabilities	13	643	10664	100	95	94	417	442	440	38	20	23	46	57	54	15	22	22	NA	1	1
Students without Disabilities	98	3964	68947	100	100	100	506	509	504	6	3	4	27	32	34	67	64	61	NA	0	1
Limited English Proficient Students	11	609	10362	100	98	97	420	448	438	45	17	22	18	58	57	36	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	64	2415	37626	100	99	98	503	492	479	6	6	10	28	41	45	66	52	45	NA	0	0
Non-Economically Disadvantaged	47	2192	41985	100	99	100	487	510	511	15	4	4	30	30	30	55	65	65	NA	1	1

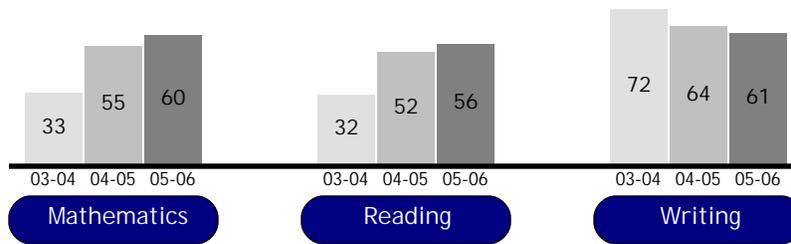
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	40	NA	58	100	37	43	47	96	37	44	46
	Language	100	37	45	50	100	37	42	47	96	41	44	48
	Mathematics	99	47	56	64	100	43	48	50	96	41	50	52
3	Reading	96	42	NA	55	100	39	41	44	100	35	43	46
	Language	99	49	56	61	100	40	40	44	100	37	43	46
	Mathematics	99	47	53	61	100	46	47	51	100	41	48	52
4	Reading	98	30	NA	56	100	40	43	48	97	44	46	52
	Language	99	28	45	52	100	39	44	49	96	41	48	52
	Mathematics	99	34	50	61	100	43	48	53	94	56	52	58
5	Reading	100	37	NA	55	100	44	46	50	100	43	50	56
	Language	100	38	41	49	100	42	46	50	100	48	50	54
	Mathematics	100	49	53	63	100	42	45	49	100	44	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Star Program, Pima County Sheriff
- Ü Star Program, Pima County Sheriff
- Ü Student Council
- Ü After School Tutoring

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü School Hoe Down during Rodeo Week and Love of Reading Week involving all students, staff and community, the Vesey Family Sock Hop, and Fourth Grade Movie. In addition, there were enrichment programs scheduled throughout the year.
- ü Improving student achievement as measured by AIMS and Terra Nova in the areas of Reading, Writing, and Mathematics.
- ü Collected over 3000 cans of food for the Community Food Drive as well as raising Pennies for Patients.
- ü Participated in and raised over \$2,600.00 for the American Heart Association for participating in the Jump for Heart Program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

To ensure that we have a safe and healthy learning environment, Vesey Elementary School has a schoolwide discipline policy in place. We also utilize the Tucson Unified District Rights and Responsibilities Handbook as well as the Vesey Elementary School Student/Parent Handbook. Our goal is to provide a program that will nurture and cultivate each student's intellectual curiosity and academic potential.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	David L. Geesey	(520) 908-4600
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6400
School Nutrition Programs	Camilla Loehrer	(520) 225-4758
Parent Organization	Darcie Revay	(520) 908-4600
Student Health/Nurse	Hazel Ivey	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.