

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Pueblo del Sol Middle School

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

Isaac Elementary District
3449 N. 39th Avenue, Phoenix, AZ 85019

Principal: Mr. Margarito Uranga

Schedule: 7:30 AM to 4:30 PM

Web Address: Unpublished or Unavailable

E-mail: MUranga@isaaceld.k12.az.us

Grades: 6-8

2002 Enrollment: 1104

Phone: (602) 455-6900

Fax: (602) 484-4118

∨ School Overview ∨

Mission

Pueblo del Sol staff, students, parents, and community will collaboratively provide support for effective standards-based instruction to increase academic literacy in a safe environment conducive to the needs of the middle school student. All students will have access to opportunities for success in preparation for higher education in order to become productive members of a global society.

Organization and Philosophy

- w Team Teaching
- w Advisory Program
- w Block Scheduling
- w Site-based Decision Making

Instructional Programs

- w Interdisciplinary Teams
- w Inclusionary Special Education Programs
- w ELD New Arrival Program
- w Extended-day Learning Program
- w Tutoring
- w Exploratory Program
- w Schoolwide Reading Program
- w Advisor/Advisee Program

School/Academic Goals

- w Improve students' reading comprehension scores by 21% school-wide at the end of 3 years as measured on the SAT 9 test and AIMS by implementing a standards-based instructional model.
- w The number of students' school-wide at or above the 50th percentile on the reading comprehension subtest will increase by 6 percent on the spring 2003 SAT 9.
- w Implement a four-day block schedule.
- w Implement an academic intervention and enrichment program that will extend beyond the school day.

Enrollment

October 1, 2001 School Year Student Enrollment:	1179
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	1142

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

3 School Administrator(s)
 2 Non-certified Employee(s)
 11 Teacher(s)
 4 Parent(s)
 0 Community Member(s)
 4 Student(s)

Council Duties

w Curriculum and Instruction
 w Parent/Educator Relations
 w School Safety Issues
 w Facilities
 w Dress Code
 w School Improvement Action Plan

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	58.00
Other Professional Staff	5.00	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	3	0	0
4 to 6 years	4	10	0	0
7 to 9 years	2	1	0	0
10 or more years	4	6	2	0

∨ **Shared Responsibilities** ∨

School

Providing academic reports; providing a safe school environment; soliciting active participation by parents; maintaining high academic standards; keeping parents informed of current events at school. Provide educational training for staff and students on interventions, preventions and awareness.

Parents

Maintain open communication within school; support the academic and disciplinary policies of the school and district; maintain the school dress code; provide the parents with relevant information regarding their child(ren) with a monthly newsletter.

∨ **Transportation Policy** ∨

Students who live a mile or more from the school are provided bus transportation. Special needs students are provided bus transportation if it is a part of their Individual Education Plan.

∨ 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 Significant increase in the SAT 9 math scores and the SAT 9 reading scores.</p> | <p>w Teachers and staff attended professional development training and successfully implemented those strategies.</p> |
| <p>w Number of parents regularly attending Site Council meetings has increased by 6 parents.</p> | <p>w Training and staff development on organization, intervention and prevention has decreased the number of disciplinary referrals.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	88.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	11.3 %	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
5 teachers were awarded on increase of SAT 9 scores	2002
State Wrestling Champions	2002
West Valley Conference Volleyball Champions	1999
Silver Apple Award	1999

∨ 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 8		Number Tested	MS	FFB	A	M	E
Reading	School	278	474	45%	28%	24%	3%
	State	57484	504	24%	20%	40%	16%
Writing	School	269	463	38%	47%	15%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	279	423	71%	26%	3%	1%
	State	57734	459	39%	40%	14%	7%

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

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												
6	Reading	84	22	53	100	25	54	87	25	53	87	23	54	76	31	56
	Language	84	15	41	100	18	44	87	19	44	92	20	45	76	23	47
	Mathematics	85	26	57	100	33	59	88	30	60	91	39	63	75	53	65
7	Reading	82	22	52	100	26	53	95	22	52	79	23	53	63	30	55
	Language	82	26	52	100	26	54	97	22	54	80	23	55	63	36	58
	Mathematics	81	28	53	100	28	55	98	27	56	81	28	58	62	43	60
8	Reading	83	25	54	100	29	54	92	27	53	79	25	55	77	30	56
	Language	84	20	46	100	24	49	91	24	49	80	20	50	77	24	52
	Mathematics	84	25	52	100	29	54	92	28	56	80	32	58	77	38	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 5-6	86	96
Grades 6-7	70	75
Grades 7-8	86	82

*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

PDS offers several prevention programs such as WAKE U.P. club and also the GREAT program. We also have prevention community resource speakers speaking on gangs, drugs, and alcohol. Students are also provided with classroom instruction by certified counselors, psychologists and Community Safety Officers.

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).

15

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	\$2,632	\$2,830,082
Classroom Supplies	\$23	\$24,562
Administration	\$507	\$545,121
Support Services-Students	\$265	\$284,737
Other Support Services and Operations	\$708	\$761,576
Total Expenditures- All Categories 2000-2001	\$4,136	\$4,446,078

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	Pricilla Gossett	(602) 455-6900	
Transportation Policy	Kay Chisler	(602) 484-4104	
Community Resources	Cecelia Guerra	(602) 455-6900	
School Nutrition Programs	Leticia Canales	(602) 455-6900	
Parent Organization	Celelia Guerra	(602) 455-6900	
Student Health/Nurse	Wendy Doing	(602) 455-6900	

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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