

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Pueblo Gardens Elementary School

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

Tucson Unified District  
2210 E. 33rd, Tucson, AZ 85713

**Principal:** Mr. Marco A. Ramirez  
**Schedule:** 7:30 AM to 4:30 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** Unpublished or Unavailable

**Grades:** Pre-K-5  
**2002 Enrollment:** 292  
**Phone:** (520) 225-2700  
**Fax:** (520) 225-2701

## ∨ School Overview ∨

### Mission

Pueblo Gardens is a supportive learning community with high academic and social expectations where adults and children work together to build relationships based on respect, trust, cooperation and honesty; create a community that values the cognitive and the social contributions of every member and also honors diversity.

### Organization and Philosophy

- w Looping/Teaming
- w Cohesive Curriculum
- w Mult. Intelligence and Inquiry learning
- w Site-based School Council

### Instructional Programs

- w Full-day Kindergarten
- w PACE (Pre-school)
- w Inclusion Model for Special Education
- w Multiple Intelligences Emphasis
- w Inquiry Curriculum
- w Bilingual Education/Sheltered English
- w Environmental Education
- w Outdoor Learning Experience

### School/Academic Goals

- w The use of research-based curriculum and effective instructional practices will create a community of learners in which all students will achieve their full potential.
- w Ensure that every child has access to the opportunity to achieve academically and socially and to celebrate his/her ethnicity.
- w To develop consistent schoolwide strategies to increase AIMS and Stanford 9 scores. The six-point rubric will be used and students in grades one through five will perform at or above grade level.
- w All students in grades three and five will meet or exceed the expectations on AIMS.

### Enrollment

October 1, 2001 School Year Student Enrollment:	303
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	28

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)
- 1 Student(s)

**Council Duties**

- w Enhancing Instruction
- w Curriculum Development
- w Student Discipline
- w School Safety Issues
- w Par/Ed Relation, Afterschool Activities
- w Budget/Title I/K-3/Dropout Prevention

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	3.00	Teacher Aide	8.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

Parent/Teacher conferences; Parent Handbook; student rights and responsibilities; individual teacher newsletter; study groups facilitated by staff members; Curriculum Night; Family Math Night; inservices for parents; emphasis on early childhood. Resources for parents to access community services and assistance. High academic standards are the primary focus of the instructional activities. To maintain a safe environment where learning is the primary focus.

**Parents**

The parents are responsible for the overall welfare of their children. Parents are to send their children to school regularly and in a timely manner. We expect parents to partner with us in fostering both the love of learning and specific instructional activities and to keep their children safe. Parents are responsible for supporting the teacher and the school in matters of discipline, instruction, and community building. Membership in School Council and PTA are also a responsibility of parents.

∨ **Transportation Policy** ∨

Pueblo Gardens adheres to TUSD Policy #6153. This policy outlines student travel categories, travel destinations, submission and transmittal procedures, processing of student travel requests and an extensive definition of terms.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 175                      **First Day of School:** 8/15/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 5/21/03  
**Operates on Traditional Schedule**

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**Report Card Release Dates**

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**Additional Calendar/Report Card Information**

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∨ **Resources Available at School Site** ∨

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**Nutrition Programs**

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Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> 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.

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**Special Facilities**

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- |   |   |
|---|---|
| W Library Media Center                  | W Outdoor Learning Experience           |
| W Mentor/Service Learning Resource Room | W Title I Early Childhood Resource Room |

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**Extracurricular Activities**

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- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| W Student Council                   | W Community/School Tutoring           |
| W Sports                            | W KidCo Parks and Recreation          |
| W Folklorico/Magazine Club/Mariachi | W Tennis/Handball                     |
| W Chess Club/Cheerleading           | W Student Newsletter/School Newspaper |

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**School/Community Resources**

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- |                           |                       |
|---------------------------|-----------------------|
| W Afterschool Program     | W Crisis Intervention |
| W Clothing/Food Banks     | W Counseling Services |
| W Recreational Activities | W Breakfast Program   |
| W Lunch Program           | W Summer School       |

## ∨ 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 Our Outdoor Education program is a model for the district. The interactive classroom built by hundreds of volunteers includes gardens, an animal habitat, an art area that supports large/fine motor skills, scientific investigations &amp; art exploration.</p> | <p>W Youth Opportunities (YO), a teen employment program that brings neighborhood teens to the school as mentors; to perform community service and support youth leadership development. These teens are positive role models for younger students.</p>             |
| <p>W Last year we were recognized by our District for having made gains in Reading, Writing and Mathematics in the Stanford 9. In previous years we were recognized for making the greatest gains in the district.</p>   | <p>W Community partnerships are key. We collaborate with two outstanding arts organizations by practicing artists. The Lightspan technology program is used in the classrooms and with parents. Tucson Botanical Gardens uses our garden as one of their sites.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	10 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	5.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Recognitions from Pima County Supervisor	1996
Copper Letters From City of Tucson (2)	1998
Quality School	2000
Pledge a Job	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>42</b>	<b>505</b>	<b>24%</b>	<b>26%</b>	<b>31%</b>	<b>19%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>42</b>	<b>517</b>	<b>24%</b>	<b>24%</b>	<b>43%</b>	<b>10%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>42</b>	<b>486</b>	<b>33%</b>	<b>26%</b>	<b>21%</b>	<b>19%</b>
	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**

<b>Reading</b>	<b>School</b>	<b>33</b>	<b>494</b>	<b>27%</b>	<b>21%</b>	<b>48%</b>	<b>3%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>28</b>	<b>478</b>	<b>32%</b>	<b>32%</b>	<b>29%</b>	<b>7%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>32</b>	<b>467</b>	<b>19%</b>	<b>56%</b>	<b>16%</b>	<b>9%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	58	63	60	--	--	--
2	Reading	--	--	--	100	46	50	77	34	52	70	30	53	58	64	57
	Language	--	--	--	100	28	40	79	31	43	74	32	44	60	59	48
	Mathematics	--	--	--	100	55	51	77	34	55	72	44	57	60	79	61
3	Reading	65	35	47	100	56	47	83	47	48	56	32	50	75	27	50
	Language	65	43	49	100	51	51	83	49	54	56	42	56	73	42	57
	Mathematics	65	46	46	100	69	49	83	65	52	56	49	54	76	35	56
4	Reading	92	29	53	100	45	54	73	61	54	85	55	55	74	39	55
	Language	90	31	47	100	40	49	71	53	48	85	45	50	74	40	50
	Mathematics	87	30	51	100	54	54	71	64	55	85	61	57	80	47	58
5	Reading	82	23	51	100	29	51	76	38	51	69	33	51	72	29	53
	Language	84	19	42	100	24	44	74	39	45	69	31	45	79	25	47
	Mathematics	85	18	51	100	26	54	78	34	55	71	35	57	86	24	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>52</b>	<b>35</b>
<b>Grades 3-4</b>	<b>100</b>	<b>58</b>
<b>Grades 4-5</b>	<b>24</b>	<b>11</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*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**

For the last two years, TUSD has provided assistance to schools in planning, developing and implementing safety plans. Pueblo Gardens Elementary has participated in this activity. At the present time, Pueblo Gardens has a working Safety Team which includes the administrator, teachers and counselors. This team has trained the staff in safety drills which are held on a monthly basis. We are currently updating our plans to include the State Emergency Management Services recommendations.

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	\$2,555	\$669,782
Classroom Supplies	\$24	\$6,321
Administration	\$657	\$172,251
Support Services-Students	\$360	\$94,411
Other Support Services and Operations	\$754	\$197,694
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,351</b>	<b>\$1,140,459</b>

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
<b>School Site Council</b>	Kristina Rodriquez	(520) 225-2700	
<b>Transportation Policy</b>	Ron Stacy	(520) 225-4800	
<b>Community Resources</b>	Molly McKasson	(520) 225-2700	
<b>School Nutrition Programs</b>	Ramona Barboa	(520) 225-2700	
<b>Parent Organization</b>	Ana Read	(520) 225-2700	
<b>Student Health/Nurse</b>	Linda Welter	(520) 225-2700	

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.

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