

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Los Amigos Elementary School

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

Sunnyside Unified District
2200 E. Drexel Road, Tucson, AZ 85706-3416

Principal: Mrs. Pam Betten
Schedule: 7:00 AM to 4:00 PM
Web Address: www.sunnysideud.k12.az.us
E-mail: pamb@sunnysideud.k12.az.us

Grades: Pre-K-5
2002 Enrollment: 713
Phone: (520) 545-3200
Fax: (520) 545-3216

∨ School Overview ∨

Mission

Our mission at Los Amigos, in partnership with parents, is to provide quality opportunities for all students to grow academically and socially. A variety of innovative programs and practices are utilized to enhance learning. All-day Kindergarten, on-site special education services, bilingual instruction and an at-risk pre-Kindergarten are some of the programs currently in place. Through teaming across and within grade levels, curriculum is aligned and student's needs are assessed and met.

Organization and Philosophy

- w Two-year and Three-year Looping
- w Standards-based Instruction
- w Integrated Special Education
- w Parent/Community Outreach

Instructional Programs

- w Schoolwide Guided Reading Program
- w All-day Kindergarten
- w On-site Special Education
- w Multimedia Integrated Instruction
- w Fine Arts Instruction
- w At-risk Pre-Kindergarten
- w Target Teach Math
- w Instructional Focus Calenders

School/Academic Goals

- w All Los Amigos students will improve their ability to read and comprehend recreational, functional and expository text in all curricular areas with a deliberate focus on meeting or exceeding the Arizona Academic Standards for reading.
- w All Los Amigos students will demonstrate improved performance in math problem solving and procedures in order to meet or exceed the Arizona Academic Standards for math.
- w All Los Amigos students will improve their ability to effectively communicate in writing by incorporating Six Trait Writing in a variety of genre in order to meet or exceed the Arizona Academic Standards for writing.
- w All Los Amigos students will improve their vocabulary knowledge, understanding and usage for all content areas.

Enrollment

October 1, 2001 School Year Student Enrollment:	733
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	33

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)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Goal Setting
- w School Safety Issues
- w Instructional Strategies
- w Parent/Educator Relations
- w Staff Development
- w Curriculum Implementation

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	8.60	Teacher Aide	22.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	4	3	0	0
7 to 9 years	4	4	0	0
10 or more years	12	7	0	0

∨ **Shared Responsibilities** ∨

School

Los Amigos takes pride in accepting responsibility for students' academic achievement. Los Amigos provides a link between home and school by informing parents of curriculum taught; providing counseling/parenting classes; and referrals to community resources that are available through the Parent Involvement Specialist. The staff communicates children's progress through report cards, progress reports, phone calls, conferences and Good News postcards.

Parents

In order to ensure that students have an optimal school experience, we ask parents to collaborate in the following ways: Promote regular attendance and promptness; ensure children are well rested; ensure children are dressed appropriately and actively participate in their children's education.

∨ **Transportation Policy** ∨

Board Policy #E280: Transportation is provided to special education students who require transportation and to K-8 students living beyond a one-mile radius. Borders: 1) Bilby Road and Southern Pacific RR; east to Park Ave; south to Valencia Road; west to Southern Pacific RR; north to Bilby Road; 2) Drexel Rd and Campbell Ave; south to Bilby Rd; east to Palo Verde Rd; north to Benson Hwy; northwest to a point 1/2 way between Masterson Ave and Bonney Ave; south to Drexel Rd; east to Campbell Ave.

∨ **Calendar Information** ∨

Number of Instruction Days: 178 **First Day of School:** 8/12/02
Average Daily Instruction Time: 5 hrs. 55 min. **Last Day of School:** 5/23/03
Operates on Traditional Schedule

Report Card Release Dates

10/15/02 1/8/03 3/19/03 5/23/03

Additional Calendar/Report Card Information

In addition, parent conferences are held at the end of the first and third nine-weeks and as requested throughout the year. Calls and home visits are made to further communicate with parents about their child's progress. Progress Reports also go home mid-way through each quarter.

∨ **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 Multimedia Center
- W Parent Education Center
- W Computer Centers in classrooms
- W Art Studio

Extracurricular Activities

- W Student Council
- W Peace Coaches
- W Safety Patrols
- W Band/Orchestra
- W Intramural Sports
- W Tutoring
- W School Job Corps
- W Homework Club

School/Community Resources

- W Lunch/Breakfast Programs
- W On-site Certified Nurse
- W Counseling Services
- W Adult Education
- W Crisis Intervention
- W Clothing/Food Banks
- W Prenatal/Parenting Assistance
- W Afterschool 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 Developed and implemented a schoolwide Instructional Focus Calendar that provides additional instruction and tutoring on specific Arizona Academic Standards as determined by AIMS data.</p> <p>w Enhanced the Target Teach Math program by integrating a variety of additional, research-based activities and aligned the newly adopted materials to better address the Arizona Academic Standards for math.</p> | <p>w Fully implemented a research-based schoolwide Guided Reading Program that maximizes actual instructional time for students. By retraining paraprofessionals to work side-by-side teachers as reading tutors every student reads with an adult everyday.</p> <p>w In addition to the daily 40-minute recess/PE program focusing on character building and physical fitness, an intermural sports program has been developed. Program includes cross-country track, basketball, soccer and softball.</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	30.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.7 %	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
Math-A-Thon School Performance Award	2001
NAEYC Accreditation (Pre-K)	2001
District Spelling Bee Finalists	2000
Special Olympics Medalists	2001

∨ 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	70	501	24%	19%	47%	10%
	School State	58840	524	9%	17%	45%	29%
Writing	School	69	508	19%	20%	59%	1%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	71	498	15%	41%	31%	13%
	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	63	497	33%	32%	22%	13%
	State	61305	505	21%	20%	43%	15%
Writing	School	59	485	22%	42%	31%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	63	495	10%	44%	13%	33%
	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	--	--	--	--	--	--	--	--	--	31	39	60	--	--	--
2	Reading	--	--	--	100	30	50	46	29	52	36	34	53	21	43	57
	Language	--	--	--	100	20	40	51	21	43	37	23	44	22	39	48
	Mathematics	--	--	--	100	23	51	50	36	55	35	36	57	23	54	61
3	Reading	44	23	47	100	22	47	59	29	48	50	34	50	49	29	50
	Language	46	32	49	100	26	51	60	37	54	51	40	56	51	34	57
	Mathematics	46	31	46	100	25	49	59	26	52	50	49	54	50	37	56
4	Reading	49	36	53	100	37	54	53	32	54	36	38	55	55	30	55
	Language	48	34	47	100	34	49	54	38	48	35	35	50	55	28	50
	Mathematics	47	36	51	100	43	54	52	37	55	34	48	57	55	31	58
5	Reading	68	28	51	100	28	51	87	26	51	78	28	51	51	28	53
	Language	73	20	42	100	24	44	86	27	45	76	24	45	51	27	47
	Mathematics	73	28	51	100	29	54	75	44	55	77	44	57	49	45	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	65	77
Grades 3-4	74	53
Grades 4-5	81	63
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

Students and staff focus on the following 6 Guiding Principles: Respect is at the core, surrounded by Responsibility, Pride, Integrity, Compassion and Cooperation. On-site Prevention Specialist and Counselor have as their primary focus of prevention, safety and emotional well-being. We created a PE program that integrates our principles in addition to ongoing classroom activities. We also team with our SRO and other agencies to maintain the best possible learning environment for our students.

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).

3

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	\$2,432	\$1,829,744
Classroom Supplies	\$42	\$31,327
Administration	\$354	\$266,543
Support Services-Students	\$217	\$163,270
Other Support Services and Operations	\$884	\$665,277
Total Expenditures- All Categories 2000-2001	\$3,929	\$2,956,161

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	Pam Betten	(520) 545-3200	
Transportation Policy	John Smead	(520) 545-2107	
Community Resources	Oralia Ybarra	(520) 545-3223	
School Nutrition Programs	Kenny Alexander	(520) 545-2072	
Parent Organization	Linda Thompson	(520) 545-3200	
Student Health/Nurse	Suzanne Bugbee	(520) 545-3211	

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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