

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Agua Caliente Elementary School

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

Tanque Verde Unified District
11420 E. Limberlost Road, Tucson, AZ 85749-9517

Principal: Dr. Diane Lemley
Schedule: 7:30 AM to 4:00 PM
Web Address: www.tanq.org
E-mail: Unpublished or Unavailable

Grades: Pre-K-6
2002 Enrollment: 364
Phone: (520) 749-2235
Fax: (520) 749-0338

∨ School Overview ∨

Mission

Agua Caliente students will be responsible and exhibit appropriate behaviors by having a respectful attitude toward self, other children and adults. They will develop enthusiasm, motivation and the desire to be lifelong learners as they acquire academic and social skills needed to lead successful lives.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Site-based Management
- w Team Teaching

School/Academic Goals

- w Promote science, math and technology-integrated instruction.
- w Provide reading instruction for at-risk students.

Instructional Programs

- w Enrichment Classes
- w Special Education Preschool
- w On-site Special Education
- w Flexible Grouping
- w Integrated Curriculum
- w Writing Across the Curriculum
- w Integrated Arts
- w Environmental Education Program

- w Integrate a variety of Math materials in the Math lessons.
- w Utilize and support writing across the curriculum.

Enrollment

October 1, 2001 School Year Student Enrollment:	380
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	17

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

Council Duties

- w Parent/Educator Relations
- w Curriculum Input
- w Budget Issues
- w School Safety Issues
- w Instructional Strategies
- w Student Discipline Input

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	1.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	3	0	0
4 to 6 years	4	3	0	0
7 to 9 years	1	0	0	0
10 or more years	7	8	1	2

∨ **Shared Responsibilities** ∨

School

The responsibility of the school revolves around the issues of safety, education and providing necessary curriculum materials. The children must be, and feel safe. An appropriate educational environment must be created that supports productive learning.

Parents

The school expects parents to provide for the basic physical and emotional needs and to model the importance of education and learning. Children must be held accountable for their responsibilities and encouraged toward success. Discipline guidelines should be understood and supported. Parents must provide transportation for distances under one mile and ensure consistent attendance.

∨ **Transportation Policy** ∨

The School Board authorizes the administration to provide regular school bus transportation to and from school for the following categories: Special education students whose handicapping conditions require transportation as indicated in their Individual Education Programs; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; students who live more than one mile from school.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/14/02
Average Daily Instruction Time: 5 hrs. 30 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/23/02 1/8/03 3/20/03 5/23/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Science Laboratory
- W Computer Lab
- W Nature Trail
- W Library Information Center

Extracurricular Activities

- W Peer Leadership
- W Jumprope Club
- W Lunchtime Enrichment
- W Student Opera
- W Student Council
- W Library Student Aides
- W Peer Reading Buddies
- W Cultural Exchange Program

School/Community Resources

- W Hot Lunch Program
- W Afterschool Program
- W Health Service
- W Charity Programs
- W Preschool Program
- W Parent-Teacher Group
- W Recreational Activities
- W Boy/Girl Scouts

∨ 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	41	544	7%	7%	37%	49%
	School State	58840	524	9%	17%	45%	29%
Writing	School	41	569	5%	7%	54%	34%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	41	547	7%	5%	29%	59%
	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	68	524	10%	3%	49%	38%
	State	61305	505	21%	20%	43%	15%
Writing	School	63	552	3%	6%	60%	30%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	68	523	4%	24%	18%	54%
	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	--	--	--	--	--	--	--	--	--	96	81	60	--	--	--
2	Reading	--	--	--	100	71	50	98	82	52	83	84	53	98	80	57
	Language	--	--	--	100	72	40	100	81	43	83	86	44	98	83	48
	Mathematics	--	--	--	100	84	51	100	88	55	83	93	57	98	87	61
3	Reading	100	77	47	100	76	47	98	72	48	100	77	50	88	80	50
	Language	100	84	49	100	75	51	100	76	54	100	85	56	85	86	57
	Mathematics	98	87	46	100	82	49	100	80	52	100	80	54	88	90	56
4	Reading	100	80	53	100	83	54	100	80	54	93	80	55	98	84	55
	Language	100	74	47	100	77	49	100	74	48	93	76	50	98	76	50
	Mathematics	98	84	51	100	88	54	100	89	55	95	85	57	100	88	58
5	Reading	93	78	51	100	80	51	100	80	51	97	76	51	90	80	53
	Language	100	71	42	100	68	44	100	74	45	99	66	45	90	71	47
	Mathematics	94	88	51	100	91	54	100	87	55	97	85	57	90	87	59
6	Reading	95	78	53	100	79	54	98	78	53	90	79	54	96	77	56
	Language	96	69	41	100	73	44	98	68	44	93	69	45	95	70	47
	Mathematics	94	88	57	100	90	59	100	88	60	90	89	63	96	91	65

∨ **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	52	72
Grades 3-4	83	87
Grades 4-5	65	73
Grades 5-6	79	97
Grades 6-7	***	***

*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

Agua Caliente has a DARE Program with a Resource Officer educating students in drug/alcohol awareness on a weekly basis. Fifth and sixth grade students are involved in a Talk-It-Out Mediation Program during lunch recess. Student Council promotes a Safety Awareness Campaign. The Parent-Teacher Group sponsors an Ident-A-Kid Program in the fall.

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).

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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	\$4,363	\$1,792,458
Classroom Supplies	\$36	\$14,747
Administration	\$647	\$265,729
Support Services-Students	\$188	\$77,259
Other Support Services and Operations	\$593	\$243,594
Total Expenditures- All Categories 2000-2001	\$5,827	\$2,393,787

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	Diane Lemley	(520) 749-2235	
Transportation Policy	Carolyn Gould	(520) 749-9640	
Community Resources	Kathy Fostiak	(520) 749-2235	
School Nutrition Programs	Cathy Dohoney	(520) 749-5322	
Parent Organization	Wendy Wurr	(520) 749-2235	
Student Health/Nurse	Debbie Beal	(520) 749-2236	

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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