

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Patagonia Union High School

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

Patagonia Union High School District
Hwy 82, Patagonia, AZ 85624-0254
Mailing Address: P.O. Box 254, Patagonia, AZ 85624-0254

Superintendent: Ms. Susan Stropko
Schedule: 7:00 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: lskov@qwest.net

Grades: 9-12
2002 Enrollment: 116
Phone: (520) 394-3000
Fax: (520) 394-3001

∨ School Overview ∨

Mission

The mission of the district is to provide comprehensive, success-oriented learning activities for young people in our schools. These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural appreciation, physical well-being, social development and community contribution. Teachers will maintain high expectations for themselves and their students. Successful education depends on parental commitment to education.

Organization and Philosophy

- w Traditional
- w Departmentalized Classrooms
- w Multiage Classrooms

School/Academic Goals

- w Developing skills in communication to include reading, writing, speaking, listening and composition.

Instructional Programs

- w Advanced Placement
- w ESL
- w Gifted
- w Honors Classes
- w On-site Special Education
- w School-to-Work
- w Concurrent Enrollment & College Credit
- w Place-based Education

- w Accelerate the math curriculum so that Pre-Algebra and Algebra I begin at the middle school level and top at Calculus at the high school level.

- w Creation and alignment of pre-/post-tests with AIMS in each department.

- w Renewal of accreditation with the North Central Association.

Enrollment

| | |
|--|-----|
| October 1, 2001 School Year Student Enrollment: | 118 |
| Accepting New Students in 2002-03 Under Open Enrollment Law ² : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02: | 11 |

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

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

Council Duties

- w Housing for Teachers
- w Substitute Teacher Shortage
- w Design of New Facility
- w Grant Writing and Administration
- w North Central Association Accreditation
- w Bus Driver Shortage

∨ **Staffing Information** ∨

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

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 2.00 | Teacher | 10.34 |
| Other Professional Staff | 3.00 | Teacher Aide | 1.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Providing a safe and violence-free environment. Deliver a personalized, high quality education. Providing a staff development program, an optimal learning environment, and academic and social curriculum for all students. Keep parents informed of student needs, changes in school policies and procedures, opportunities, etc. Maintaining the highest level of student academic achievement. Providing quality extracurricular and sports programs.

Parents

Provide the family support that empowers student success. Support includes regular student attendance; participation in school open house and student-teacher conferences; support for students in following discipline policy; to complete homework assignments and to study. Participate in special meetings and events designed to help their students achieve maximum success in school. Chaperone activities; supervise lunch time and special events. Help coach and sponsor fund-raisers.

∨ **Transportation Policy** ∨

The PUHS District is 710 square miles. We transport approximately 180 students. PUHS has a transportation contract with the Patagonia Elementary, Sonoita and Santa Cruz 28 School Districts. Students are transported to extracurricular activities on a regular basis. The contracts are maintained by the PUHS district. Approximately 60% of high school students are transported daily.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/19/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/29/03
Operates on Traditional Schedule

Report Card Release Dates

10/18/02 12/20/02 3/21/03 5/29/03

Additional Calendar/Report Card Information

∨ **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 Synergistic Lab/IBM Computer Lab
- W Library/Media Center
- W Photography Lab
- W Swimming Pool (Shared-Town Of Patagonia)

Extracurricular Activities

- W FBLA/VICA Clubs
- W Lobos Bands/High & Middle Schools
- W Academic Decathlon
- W Science Club
- W SADD
- W Student Government
- W National Honor Society
- W Traditional School Sports

School/Community Resources

- W Breakfast Program
- W Lunch Program
- W Counseling Services
- W Crisis Intervention
- W Community Classes/Community College
- W Recreational Activities
- W Community Volunteers
- W Science Club

∨ 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 Arizona Small and Rural School Association 2000 Teacher of the Year Award. National Small and Rural School Association 2001-02 Teacher of the Year.</p> | <p>W 21st Century Community Learning Center Grant. St. Luke's Charitable Health Trust Grant for Kids Care. E-Rate Award. Spencer Grant.</p> |
| <p>W Arizona Community Foundation Grant. Bread Loaf Teacher's Network. Heritage (Arizona Game & Fish) Grants for Environmental Education and School Yard Habitat.</p> | <p>W Patagonia High School student awarded the prestigious Flinn Scholarship.</p> |

Student Information: 2001-02 Student Activity Rates

| | School | Arizona | | |
|--|---------|---------|--------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 91.0 % | 95.0 % | 94.0 % | 94.0 % |
| Transfers Out ⁴ | 7.6 % | 19.6 % | 19.5 % | 20.5 % |
| Transfers In ⁵ : Within District | 0.0 % | 2.7 % | 2.2 % | 2.0 % |
| Transfers In ⁵ : Out-of-District | 13.7 % | 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 | 6.1 % | | | 9.5 % |
| Status Unknown ⁹ | 3.8 % | | | 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 |
|--|------|
| Teacher of the Year Award | 1998 |
| University of Arizona Outstanding Educator Award | 1998 |
| ASBA Golden Bell Award | 1998 |
| National Teacher of the Year | 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

| Grade 10 (Class of 2003) ² | | Number Tested | MS | FFB | A | M | E |
|---------------------------------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading | School | 28 | 520 | 11% | 14% | 50% | 25% |
| | State | 49803 | 512 | 15% | 23% | 48% | 14% |
| Writing | School | 30 | 490 | 10% | 17% | 67% | 7% |
| | State | 50471 | 477 | 17% | 23% | 59% | 1% |
| Mathematics | School | 30 | 482 | 53% | 13% | 17% | 17% |
| | State | 50429 | 480 | 48% | 19% | 22% | 10% |

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 |
| 9 | Reading | 97 | 33 | 44 | 100 | 43 | 43 | 100 | 33 | 43 | 81 | 48 | 43 | 76 | 50 | 43 |
| | Language | 97 | 25 | 39 | 100 | 40 | 39 | 100 | 26 | 40 | 84 | 48 | 41 | 76 | 53 | 42 |
| | Mathematics | 94 | 52 | 57 | 100 | 57 | 57 | 100 | 46 | 59 | 84 | 54 | 61 | 76 | 68 | 62 |
| 10 | Reading | 86 | 33 | 42 | 100 | 30 | 42 | 94 | 35 | 42 | -- | -- | -- | -- | -- | -- |
| | Language | 86 | 39 | 43 | 100 | 39 | 44 | 90 | 40 | 44 | -- | -- | -- | -- | -- | -- |
| | Mathematics | 86 | 38 | 47 | 100 | 40 | 49 | 94 | 43 | 50 | -- | -- | -- | -- | -- | -- |
| 11 | Reading | 87 | 49 | 46 | 100 | 42 | 44 | 95 | 36 | 45 | -- | -- | -- | -- | -- | -- |
| | Language | 87 | 44 | 43 | 100 | 34 | 42 | 95 | 34 | 44 | -- | -- | -- | -- | -- | -- |
| | Mathematics | 87 | 50 | 51 | 100 | 33 | 52 | 99 | 35 | 55 | -- | -- | -- | -- | -- | -- |

∨ 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;
therefore, no data to report.**

∨ 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

New discipline code - strictly enforced; improved communication referrals between school and parents. Better school organization and better effectiveness; fewer disruptions to the classroom; alignment of the curriculum/assessments to AIMS.

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).

6

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 | NDS | NDS |
| Classroom Supplies | NDS | NDS |
| Administration | NDS | NDS |
| Support Services-Students | NDS | NDS |
| Other Support Services and Operations | NDS | NDS |
| Total Expenditures- All Categories 2000-2001 | NDS | NDS |

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.

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.

∨ Contacts ∨

| | Name | Phone | Extension |
|----------------------------------|-------------------|----------------|-----------|
| School Site Council | Peter Fagergren | (520) 394-3000 | |
| Transportation Policy | Betty Lou Smith | (520) 394-3025 | 3025 |
| Community Resources | Peter Fagergren | (520) 394-3000 | |
| School Nutrition Programs | Dusty Hudson | (520) 394-3012 | 3114 |
| Parent Organization | Peter Fagergren | (520) 394-3000 | |
| Student Health/Nurse | Cornelia O'Connor | (520) 394-3054 | 3054 |

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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