

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Friendly House Academia Del Pueblo Elem.

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

Friendly House, Inc.
201 E. Durango Street, Phoenix, AZ 85004-2913

Principal: Mr. David Avila

Schedule: 7:30 AM to 4:30 PM

Web Address: Friendly House.org

E-mail: academiadelpueblo@friendlyhouse.org

Grades: K-8

2002 Enrollment: 263

Phone: (602) 258-4353

Fax: (602) 416-7375

∨ School Overview ∨

Mission

The mission of the Academia Del Pueblo is to serve the academic, social and individual needs of the students by developing a community-based bilingual and multicultural educational program that will enhance the students' knowledge and skills, and prepare them to successfully respond to the challenges of high school programs and the social, economic, scientific and technological changes in our society. Every child has the ability and potential to learn what the best student's learn.

Organization and Philosophy

- w Adopted Arizona's Academic Standards
- w Safe and Nurturing School Environment
- w Education Experiences Relevant to Life
- w Education Experiences Relevant - Culture

Instructional Programs

- w Full-day Kindergarten
- w Daily Afterschool Program
- w On-site Special Education Services
- w Dual Language Program
- w Substance Abuse Prevention Program
- w Head Start Program
- w Computer Lab
- w 8-Week Summer Academic-Recreation Prog.

School/Academic Goals

- w To improve the student's academic and social development skills through afterschool tutoring and enrichment activities, and summer academic and recreational activities. During the school year, this program serves all Academia students M-F.
- w To improve the parental participation in the student's educational and social development. The parents are encouraged to participate in a Parents as Partners program and to attend the Parent/Teacher conferences.
- w To increase the community involvement in school activities, Academia has requested support from several organizations and corporations. Intel Corporation sponsors a holiday celebration in December for all Academia students.
- w To improve the student achievement in standardized testing by providing professional inservice to faculty. Training to be provided by the Tempe Regional Training Center and various educational consultants.

Enrollment

| | |
|--|-----|
| October 1, 2001 School Year Student Enrollment: | 226 |
| Accepting New Students in 2002-03 Under Open Enrollment Law ² : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02: | 264 |

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)
 10 Non-certified Employee(s)
 13 Teacher(s)
 0 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w School and Classroom Discipline
 w Instructional Programs and Strategies
 w Promotion and Retention Issues
 w Student Safety Issues
 w Curriculum Development
 w Parent Involvement Issues

∨ **Staffing Information** ∨

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

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 1.00 | Teacher | 13.00 |
| Other Professional Staff | 0.00 | Teacher Aide | 10.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The school will provide a safe environment, high academic standards, and extracurricular activities for all students. The school will provide information and referral services to families in need of social services through the Friendly House Inc., community-based organization.

Parents

All parents are asked to be partners in the education of their children. Attendance of parent conferences held twice annually are strongly encouraged. Parents as Partners meetings are held monthly at the school with a dinner meal. Parents are given a Parent-Student handbook at enrollment. Within the handbook, parents and students are asked to sign a contract outlining rules, responsibilities, and expectations.

∨ **Transportation Policy** ∨

Our school contracts with a local bus company to provide students morning and afternoon transportation home. One morning route travels north on Central Avenue from South Mountain Avenue to the school. The second morning route picks up students northeast and northwest of the school for approximately 3 miles. We also issue monthly, Valley Metro Transit Student Bus Cards as needed.

∨ 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 70% of ADP students took advantage of the free after school program. The program starts immediately after school. Students are then transported home. The free 8-week summer academic/recreational program serves 150 students (open enrollment).</p> <p>w INTEL Corporation partners in the children's education. Adult volunteers work directly with students learning about computers, math, science, and reading activities. INTEL and the Communication Workers of America also sponsor holiday activities.</p> | <p>w Parents as Partners meetings are held monthly in the cafeteria. Presentations from service providers are given to parents along with a dinner meal. It also serves as a forum to answer questions about the School and the Youth Services Department.</p> <p>w Professional in-service/ training to faculty and teacher aides occurs throughout the year. Examples include: Arizona's Academic Standards, Special Education, Internet resources/websites, and English language proficiency assessments.</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 | 22.4 % | 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 | 27.1 % | 9.7 % | 9.6 % | 9.5 % |
| Promotion Rate ⁶ | 93.6 % | 98.4 % | 97.8 % | 94.8 % |
| Retention Rate ⁷ | 6.4 % | 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 |
|--|------|
| Presidential Awards | 1999 |
| Make A Difference Foundation-Community Clean Up | 2001 |
| City of Phoenix-Project GOAL (1st Grade) | 2001 |
| Phoenix Education Partnership Honor Roll Certificate | 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 ¹, 2001-02

| Grade 3 | | Number Tested | MS | FFB | A | M | E |
|-------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading | School | ** | ** | ** | ** | ** | ** |
| | State | 58840 | 524 | 9% | 17% | 45% | 29% |
| Writing | School | ** | ** | ** | ** | ** | ** |
| | State | 57282 | 541 | 10% | 12% | 63% | 16% |
| Mathematics | School | ** | ** | ** | ** | ** | ** |
| | 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 | ** | ** | ** | ** | ** | ** |
| | State | 61305 | 505 | 21% | 20% | 43% | 15% |
| Writing | School | ** | ** | ** | ** | ** | ** |
| | State | 59599 | 512 | 17% | 26% | 42% | 16% |
| Mathematics | School | ** | ** | ** | ** | ** | ** |
| | State | 61760 | 494 | 14% | 40% | 12% | 34% |

Grade 8

| | | | | | | | |
|-------------|--------|-------|-----|-----|-----|-----|-----|
| Reading | School | 15 | 459 | 60% | 13% | 27% | 0% |
| | State | 57484 | 504 | 24% | 20% | 40% | 16% |
| Writing | School | 13 | 454 | 31% | 62% | 8% | 0% |
| | State | 55420 | 493 | 15% | 42% | 41% | 2% |
| Mathematics | School | 17 | 431 | 59% | 41% | 0% | 0% |
| | State | 57734 | 459 | 39% | 40% | 14% | 7% |

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 | -- | -- | -- | -- | -- | -- | -- | -- | -- | 92 | 47 | 60 | -- | -- | -- |
| 2 | Reading | -- | -- | -- | 100 | 21 | 50 | 72 | 16 | 52 | 83 | 19 | 53 | -- | -- | 57 |
| | Language | -- | -- | -- | 100 | 7 | 40 | 72 | 9 | 43 | 90 | 14 | 44 | -- | -- | 48 |
| | Mathematics | -- | -- | -- | 100 | 29 | 51 | 72 | 30 | 55 | 85 | 31 | 57 | -- | -- | 61 |
| 3 | Reading | -- | ** | 47 | 100 | 12 | 47 | 44 | 25 | 48 | 75 | 17 | 50 | 15 | ** | 50 |
| | Language | -- | ** | 49 | 100 | 8 | 51 | 44 | 35 | 54 | 78 | 25 | 56 | 15 | ** | 57 |
| | Mathematics | -- | ** | 46 | 100 | 16 | 49 | 44 | 48 | 52 | 75 | 32 | 54 | 15 | ** | 56 |
| 4 | Reading | -- | -- | 53 | 100 | 18 | 54 | 75 | 16 | 54 | 78 | 11 | 55 | 5 | ** | 55 |
| | Language | -- | -- | 47 | 100 | 23 | 49 | 91 | 18 | 48 | 78 | 15 | 50 | 5 | ** | 50 |
| | Mathematics | -- | -- | 51 | 100 | 20 | 54 | 91 | 26 | 55 | 78 | 21 | 57 | 5 | ** | 58 |
| 5 | Reading | -- | -- | 51 | 100 | 10 | 51 | 83 | 14 | 51 | 100 | 16 | 51 | 33 | 9 | 53 |
| | Language | -- | -- | 42 | 100 | 16 | 44 | 83 | 12 | 45 | 100 | 14 | 45 | 33 | 16 | 47 |
| | Mathematics | -- | -- | 51 | 100 | 16 | 54 | 83 | 27 | 55 | 100 | 25 | 57 | 33 | 24 | 59 |
| 6 | Reading | -- | -- | 53 | 100 | 12 | 54 | 95 | 20 | 53 | 100 | 9 | 54 | 20 | ** | 56 |
| | Language | -- | -- | 41 | 100 | 15 | 44 | 95 | 16 | 44 | 100 | 7 | 45 | 20 | ** | 47 |
| | Mathematics | -- | -- | 57 | 100 | 24 | 59 | 95 | 30 | 60 | 100 | 21 | 63 | 20 | ** | 65 |
| 7 | Reading | -- | 7 | 52 | 100 | 13 | 53 | 100 | 8 | 52 | 86 | 9 | 53 | 16 | ** | 55 |
| | Language | -- | 7 | 52 | 100 | 25 | 54 | 100 | 5 | 54 | 82 | 16 | 55 | 16 | ** | 58 |
| | Mathematics | -- | 15 | 53 | 100 | 15 | 55 | 100 | 20 | 56 | 86 | 25 | 58 | 16 | ** | 60 |
| 8 | Reading | -- | 13 | 54 | 100 | 25 | 54 | 97 | 15 | 53 | 52 | 19 | 55 | 63 | 26 | 56 |
| | Language | -- | 12 | 46 | 100 | 16 | 49 | 97 | 8 | 49 | 80 | 11 | 50 | 63 | 19 | 52 |
| | Mathematics | -- | 25 | 52 | 100 | 22 | 54 | 97 | 17 | 56 | 61 | 20 | 58 | 63 | 31 | 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 Percentage of Students Achieving One Year's Growth | Math Percentage of Students Achieving One Year's Growth |
|-------------------|---|--|
| Grades 2-3 | 38 | 33 |
| Grades 3-4 | 58 | 50 |
| Grades 4-5 | * | * |
| Grades 5-6 | * | * |
| Grades 6-7 | * | * |
| Grades 7-8 | 80 | 73 |

*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

The school promotes a safe and orderly climate by providing avenues of open communication and problem solving with our students/parents. We also enforce school rules, such as no physical or verbal abuse, no weapons, encouraging self respect/control, and following rules inside and outside the classroom. We can assure parents that students are getting the best education possible, as well as being in an environment where they can feel safe. High expectations academically and socially is the norm.

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)

2

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 | 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 | David Avila | (602) 258-4353 | |
| Transportation Policy | David Avila | (602) 258-4353 | |
| Community Resources | David Avila | (602) 258-4353 | |
| School Nutrition Programs | David Avila | (602) 258-4353 | |
| Parent Organization | David Avila | (602) 258-4353 | |
| Student Health/Nurse | David Avila | (602) 258-4353 | |

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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