

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Pimeria Alta High School

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

#### Calli Ollin Academy

52 W. Calle de las Tiendas, Green Valley, AZ 85614

Mailing Address: 200 N. Stone Avenue 3rd Floor, Tucson, AZ 85701

Superintendent: Ms. Magdalena Verdugo

Schedule: 7:30 AM to 4:30 PM

Web Address: [www.pimeria.com](http://www.pimeria.com)

E-mail: [mverdugo@calliollin.com](mailto:mverdugo@calliollin.com)

Grades: 9-12

2002 Enrollment: 130

Phone: (520) 399-0135

Fax: (520) 399-0478

## ∨ School Overview ∨

### Mission

The mission of Pimeria Alta High School is to prepare members of our learning community to meet the challenges of a dynamic technological society, and to equip them with the tools to solve real-life problems.

### Organization and Philosophy

- w Student Management
- w Non-traditional Schedule/Instruction
- w Multiage Classrooms

### School/Academic Goals

- w To increase the graduation rate of reclaimed 14-21-year-olds.
- w To provide strong academic preparation for transition from school-to-work or -college.

### Instructional Programs

- w School-to-Work Focus
- w Technology-Based Academic Curriculum
- w Cooperative Learning
- w Integrated Cross-Disciplinary Curriculum
- w Individualized Program
- w Cottage Industry Art Programs
- w ESL/Immersion
- w Accelerated Program

- w To provide relevant curriculum which will involve the students in project-centered learning.
- w To utilize current technological advancements through NovaNet School-to-Work curriculum, the use of the Internet and other software programs.

### Enrollment

October 1, 2001 School Year Student Enrollment:	178
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	167

<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)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

**Council Duties**

- w Attendance Incentives
- w Reviewing and Updating Handbook
- w Recommends Policy Changes to Board
- w Reviews Discipline Issues and Policies
- w Fundraising

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	4.00
Other Professional Staff	1.00	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	2	1	0	1
4 to 6 years	1	1	0	2
7 to 9 years	0	1	0	0
10 or more years	1	2	0	0

∨ **Shared Responsibilities** ∨

**School**

The school provides a comprehensive handbook, that serves as a contract and includes a policy agreement form that must be signed by the student, parent and/or guardian prior to attendance. The handbook details policy such as admission, student learning requirements, academic placement and disciplinary actions. In addition, the school provides parents with quarterly academic reports on the students' progress and notifies them of student absences or breaches in student deportment.

**Parents**

The pupil's family commits themselves to the school's learning objectives and agrees to collaborative involvement in their child's education. Learning expectations and responsibilities are established in advance of opening day. Parents must accept a greater role and responsibility for ensuring that their child attends school on a consistent basis. Parental and/or guardian responsibility means participating in a total learning experience with their children and the school.

∨ **Transportation Policy** ∨

We do not provide transportation.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	8/22/02
<b>Average Daily Instruction Time:</b>	5 hrs. 0 min.	<b>Last Day of School:</b>	6/20/03

**Operates on Year-round Schedule**

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#### Report Card Release Dates

10/18/02	12/20/02	3/26/03	6/20/03
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### Additional Calendar/Report Card Information

In accordance with (A.R.S. § 15-746) annual report cards are disseminated to all interested parties.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

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

Breakfast - No      Lunch - No      Summer Food - No

<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

W Library	W Computer Lab
W Stained Glass/Pottery Labs	W Recording/Production Studio

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#### Extracurricular Activities

W Academic Clubs	W Graduation Committee
W Student Council	

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#### School/Community Resources

W CNA	W Parental Counseling Services
W Academic Advising	

## ∨ 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 Although Pimeria Alta opened its doors in Green Valley on August 1, 2000, its program has been successfully implemented for six years at a prior site.</p>   | <p>W The Health Occupations Program offered has been awarded a two-year accreditation by the state Board of Nursing. It has been an accredited program since 1996.</p> |
| <p>W Several students benefited from a trip to Washington, DC during the 2000-01 school year. The students attended the inauguration of President George W. Bush. The trip was made possible because of student and community-level fund raising.</p> | <p>W Pimeria Alta has graduated 296 students since its first graduation in June of 1996.</p>   |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	86.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	17.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	21.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	22.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	77.2 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	19.2 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	16.7 %			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
APBA Certification/Accreditation	2000
Successfully Passed Fifth Year Monitoring	2000
Master Teacher/Intel Teach to the Future Program	2000
Wal-Mart 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 <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	25	498	28%	20%	48%	4%
	State	49803	512	15%	23%	48%	14%
Writing	School	19	455	21%	53%	26%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	28	443	86%	11%	4%	0%
	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

<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												
9	Reading	--	--	44	--	--	43	--	--	43	--	16	43	49	18	43
	Language	--	--	39	--	--	39	--	--	40	--	17	41	49	13	42
	Mathematics	--	--	57	--	--	57	--	--	59	--	24	61	49	23	62
10	Reading	--	--	42	--	--	42	--	--	42	--	--	--	--	--	--
	Language	--	--	43	--	--	44	--	--	44	--	--	--	--	--	--
	Mathematics	--	--	47	--	--	49	--	--	50	--	--	--	--	--	--
11	Reading	--	--	46	--	--	44	--	--	45	--	--	--	--	--	--
	Language	--	--	43	--	--	42	--	--	44	--	--	--	--	--	--
	Mathematics	--	--	51	--	--	52	--	--	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 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; 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

Our school opened its doors with a required school dress uniform in order to promote school pride. We also provide a school counselor to assist in early intervention of staff, teacher and/or student problems, as well as problem-solving classes to teach students responsible and constructive problem solving.

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 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
<b>School Site Council</b>	Mary Reyes	(520) 882-3029	245
<b>Transportation Policy</b>	NDS		
<b>Community Resources</b>	Tyrin Pereida	(520) 882-3029	
<b>School Nutrition Programs</b>	NDS		
<b>Parent Organization</b>	Calli Ollin Academy, Inc.	(520) 882-3029	
<b>Student Health/Nurse</b>	NDS		

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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