

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

EduPreneurship Student Center - (ESC) Phoenix

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

EduPreneurship, Inc.
7310 N. 27th Avenue, Phoenix, AZ 85051

Director: Mrs. Carol Sammans
Schedule: 8:00 AM to 4:00 PM
Web Address: www.esckids.com
E-mail: apeschka@esckids.com

Grades: K-8
2002 Enrollment: 75
Phone: (602) 973-8998
Fax: (480) 990-0378

∨ School Overview ∨

Mission

EduPreneurship (ESC) offers a choice for those who want a small community setting with personalized education that stimulates students' natural interests through a thematic study approach, economic-based curriculum with real-world products and character development. We offer experiences in various learning styles so children can shine in areas of their own strength. Students are active participants in a learning adventure using academic skills to solve problems and unlock meaning in their lives.

Organization and Philosophy

- w Multiple Intelligences
- w Thematic Cottages
- w Life and Business Skills for Elementary
- w Self-development Approach

School/Academic Goals

- w Engage all students in the learning process through activities based on Gardner's Theory of Multiple Intelligences within multiage classrooms.
- w Create integrated thematic units that incorporate core curriculum with exciting, high interest activities with real-world application.
- w Establish a micro-community where students participate in simulated real-world activities.
- w Nurture the citizen within every child; provide training and practice in good citizenship, fair play, courtesy, honesty, caring and accountability.

Instructional Programs

- w Lifeshops
- w Integrated Themes
- w Literature Studies
- w Foreign Language
- w Small Group Instruction
- w Cooperative Learning
- w Micro-community Activities
- w Career Pathways

Enrollment

October 1, 2001 School Year Student Enrollment:	67
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	75

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

- 0 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- w School Safety
- w Extracurricular Activities
- w Yearbook
- w Volunteer Program
- w Fund Raising
- w Community Service

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	0.50	Teacher	4.00
Other Professional Staff	0.50	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The school and staff provide weekly newsletters; school handbook; quarterly academic presentations and Site Council meetings; open-door communication policy and cumulative academic portfolios. The school and staff promote the mission of EduPreneurship's Charter; honor our school families; provide an academic learning environment and build active, caring citizens of the future.

Parents

Parent responsibilities include supporting the philosophy of the school; promoting good student attendance; arranging safe, reliable transportation; providing lunch and proper attire; support of field experiences; participation in conferences; attendance at Presentation Night; reading all communications from the school; supporting and demonstrating respect for staff and honoring learning in all its forms.

∨ **Transportation Policy** ∨

Parents are responsible for making transportation arrangements for their child.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	7/29/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/13/03
Operates on Year-round Schedule			

Report Card Release Dates

9/27/02	12/20/02	3/21/03	6/13/03
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Additional Calendar/Report Card Information

ESC records the continuous progress of achievement for its students on a Yearly Summary of Assessments that is maintained in each student's Permanent Growth Portfolio. This Portfolio contains quarterly reports, STAR reading/math normed test results, yearly reading/math/writing rubric-scored samples, Informal Reading Inventory, Phonics/Decoding Checklist, Saxon Math K-8 fact assessment Individual Recording Form, Accelerated Reading test summaries, and other working samples.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No 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 Technology-integrated Classrooms	W Student-operated Retail Store
W Classrooms with Internet Access	

Extracurricular Activities

W Student-operated Store	W Student Businesses
W Auctions	W Multi-intelligence Buddy Days
W The Company (Student Council)	W Quarterly Field Trips
W Jump Rope for Life	

School/Community Resources

W Extended Kindergarten Program	W Adopt-a-Family Program
W Canned Food Drive	W Career Pathways Exploration
W Technology Outreach	W Site Advisory Council

∨ 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

- W Students developed a business format called The Company to run the student-based activities of the school including a retail store.
- W Students and teachers invite community members to bring the stuff of their job and share it with small groups of students during our annual Career Pathways Fair.

- W Twelve Mini-mall Days allow students to set up and run their own small businesses designed around free, reused, recycled and inexpensive items that they have transformed into products or services. School-designed money is the form of exchange.
- W Four Presentation Nights bring our small learning community together to celebrate the success of each quarter's learning.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	23.2 %	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	7.4 %	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
It's My Business Federal Charter School Grant	2002
Improved Parent Communication Grant	2000

∨ 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	School 11	529	0%	18%	55%	27%
	State	58840	524	9%	17%	45%	29%
Writing	School	13	546	8%	0%	85%	8%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	13	537	8%	15%	23%	54%
	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	**	**	**	**	**	**
	State	57484	504	24%	20%	40%	16%
Writing	School	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
Mathematics	School	**	**	**	**	**	**
	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	--	--	--	--	--	--	--	--	--	100	59	60	--	--	--
2	Reading	--	--	--	100	**	50	57	**	52	85	62	53	100	53	57
	Language	--	--	--	100	**	40	57	**	43	78	39	44	100	37	48
	Mathematics	--	--	--	100	**	51	57	**	55	78	51	57	100	62	61
3	Reading	--	--	47	100	34	47	91	43	48	100	--	50	100	56	50
	Language	--	--	49	100	26	51	91	39	54	100	--	56	100	49	57
	Mathematics	--	--	46	100	28	49	91	58	52	100	--	54	100	67	56
4	Reading	--	--	53	100	49	54	88	51	54	66	59	55	67	**	55
	Language	--	--	47	100	41	49	88	39	48	66	39	50	67	**	50
	Mathematics	--	--	51	100	32	54	88	45	55	66	60	57	67	**	58
5	Reading	--	--	51	100	52	51	92	65	51	90	54	51	100	69	53
	Language	--	--	42	100	41	44	92	49	45	90	36	45	100	41	47
	Mathematics	--	--	51	100	48	54	92	76	55	90	39	57	100	58	59
6	Reading	--	--	53	--	**	54	88	45	53	100	74	54	89	66	56
	Language	--	--	41	--	**	44	88	30	44	100	56	45	89	60	47
	Mathematics	--	--	57	--	**	59	88	62	60	100	79	63	89	62	65
7	Reading	--	--	52	--	--	53	--	--	52	83	60	53	80	56	55
	Language	--	--	52	--	--	54	--	--	54	83	52	55	80	54	58
	Mathematics	--	--	53	--	--	55	--	--	56	83	67	58	80	60	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	100	**	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	100	**	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	100	**	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	50	*
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	*	*
Grades 6-7	*	*
Grades 7-8	*	*

*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

ESC's comprehensive Student Compact of Conduct is presented yearly for discussion and sign-off by students, teachers and parents. We hold everyone accountable to demonstrate strong character and good decision-making skills. We incorporate virtue lessons and social skills training as part of developing good citizenship. One staff member has been trained in emergency planning and has developed an Emergency Response Plan for the school.

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)

0

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	\$2,367	\$168,730
Classroom Supplies	NDS	NDS
Administration	\$920	\$65,581
Support Services-Students	NDS	NDS
Other Support Services and Operations	\$1,210	\$86,215
Total Expenditures- All Categories 2000-2001	NDS	NDS

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	Beau Lehnerz	(602) 973-8998	
Transportation Policy	Ann Peschka	(480) 990-2475	
Community Resources	Dana Faulkner	(602) 973-8998	
School Nutrition Programs	NDS		
Parent Organization	Mark Percell	(602) 973-8998	
Student Health/Nurse	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/ on the Internet.

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