



Superintendent: Dr. Mike Wolf
Schedule: 7:45 AM to 3:45 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: K, 1
1999 Enrollment: NDS
Phone: (480) 563-8625
Fax: (480) 563-8625

∨ **School Overview** ∨

Mission

Our school, faculty, students and parents share a commitment to provide quality education and high expectations in a nurturing environment with respect for individual achievement and diversity.

Organization and Philosophy

- w Student-centered, Academically Rigorous
- w Quality, Certified, Dedicated Teachers
- w Creating Lifelong Learners
- w Challenging Curriculum

Instructional Programs

- w Tesseract Curriculum
- w Framework for Growth and Development
- w Comprehensive Assessment Program
- w Integrated Thematic Units and Projects
- w Integrated Technology at All Levels
- w Interactive Hands-on Learning
- w Basic Skills and Competencies Emphasized
- w Outcomes-based

School/Academic Goals

- w To improve literacy levels of all students through an integrated program of phonics and literature, as measured by pre- and post-achievement tests, and student oral and written work.
- w To have an integrated mathematics curriculum which emphasizes those skills identified by the Arizona Academic Standards and the Tesseract Curriculum.
- w To provide an extended curriculum through specialized instruction in music, Spanish, physical education and technology.
- w To recognize and provide individual instructional opportunities which are based on each learner's specialized talents and/or needs.

Enrollment

2000-2001 School Year Student Enrollment as of 10/10/00: 35
 Accepting New Students in 2000-2001 Under Open Enrollment Law¹: Yes
 Number of Students Attending Under Open Enrollment in 1999-2000: 40

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

Council Duties

- w Provide Information and Communication
- w Establish and Refine School Signature
- w Contribute to Instructional Decisions

∨ **Staffing Information** ∨

School administration and instruction for school year 2000-2001 are provided by:

Position	Number	Position	Number
Administrator	0.00	Teacher	2.00
Other Professional Staff	0.00	Teacher Aide	0.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Tesseract Charter Schools are dedicated to recognizing that students are individuals and every child is unique. We strive for academic excellence in all disciplines.

Parents

Tesseract Charter School parents are encouraged to participate in their student's education. Regular parent-teacher conferences and informal meetings are held, as needed. Parents are expected to help their child complete homework in a timely manner and to attend parent-teacher conferences.

∨ **Transportation Policy** ∨

Transportation is provided to the various school sites by bus, van or parents.

∨ Calendar Information ∨

Number of Instruction Days: 175	First Day of School: 8/14/00
Average Daily Instruction Time: 7 hrs. 0 min.	Last Day of School: 5/18/01
Number of Year-round Tracks: 0	Operates on Traditional Schedule

Report Card Release Dates

10/13/00	12/15/00	3/9/01	5/18/01
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Additional Calendar/Report Card Information

Parent conferences are an integral part of the Tesseract reporting system in addition to report cards.

∨ Resources Available at School Site ∨

Nutrition and Limited English Proficient Programs

Federal food programs available to eligible² students:

Breakfast - No Lunch - No Summer Food - No

Limited English Proficient programs³ available to eligible students:

Bilingual - No ESL - No ILEP - No

² 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.

³ Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Language Education Program (ILEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an ILEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An ILEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

Special Facilities

W Technology in Classrooms

Extracurricular Activities

W NDS

School/Community Resources

W Child Care

W Before/After School Programs

W Music Specialist--Twice a Week

W PE Specialist--Twice a Week

W Spanish Specialist--Twice a Week

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 1999-2000.

1999-2000 School Achievements/Accomplishments

W NDS

Student Information: 1999-2000 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	85.7%	94.7%	93.4%	94.1%
Transfers Out ⁴	20.9%	13.2%	12.2%	12.7%
Transfers In ⁵ : Within District	1.5%	2.2%	1.8%	2.1%
Transfers In ⁵ : Out-of-District	1.5%	5.9%	5.5%	5.8%
Promotion Rate ⁶	83.0%	97.7%	95.4%	82.3%
Retention Rate ⁷	9.4%	1.4%	2.4%	5.1%
Dropout Rate ⁸	NA			12.2%
Status Unknown ⁹	NA			7.0%

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 1999-2000 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 1999-2000 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1999-2000 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 1999-2000 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 1999-2000 school year.
- ⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1998-1999 school year, to include activity during the summer of 1998. 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 1999-2000 is not yet available.
- ⁹ Status Unknown: Percentage of students unaccounted for by any method during the 1998-1999 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

<u>Award/Honor</u>	<u>Year</u>
Academic Performance	1999

∨ Academic Achievement Indicators ∨

The goal of the Arizona Department of Education (ADE) is to improve student achievement. Establishing excellent academic standards and incorporating them in our K-12 school curriculum is crucial to improving teaching and learning. The *Arizona Academic Standards* define what Arizona students should know and be able to do. They provide parents, teachers and students with a clear understanding of what is expected of them.

Because school accountability and reporting of student achievement data also are vital to increase student success, the purpose of the Arizona School Report Card is to provide parents with information on student progress and school performance. The norm-referenced test scores (Stanford 9) on page 6 compare the general performance of students in the same grades across the state. But to determine if students meet specific standards, a criterion-referenced test was developed. *Arizona's Instrument to Measure Standard* (AIMS) measures student performance against the criteria defined in our Arizona Academic Standards.

The state Board of Education selected the standards for reading, writing and mathematics as the basis for AIMS because they form the foundation for all other learning. AIMS will be given annually to students in grades 3, 5, 8 and high school. In the spring of 1999, the Class of 2001 started taking AIMS and will have five opportunities to demonstrate proficiency starting in grade 10. The Class of 2002 will be the first to take AIMS reading and writing as a requirement for graduation. The Class of 2004 will also take AIMS math as a graduation requirement. Students passing AIMS also must meet all school and district requirements to receive their Arizona high school diplomas. Statewide administration of AIMS for grades 3, 5 and 8 began in the spring of 2000.

Language Arts Standards

READING*(adopted by the State Board of Education July 8, 1996)*

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

WRITING*(adopted by the State Board of Education August 7, 1996)*

Mathematics Standards*(adopted by the State Board of Education August 26, 1996)*

NUMBER SENSE

Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.

DATA ANALYSIS AND PROBABILITY

Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.

PATTERNS, ALGEBRA AND FUNCTIONS

Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.

GEOMETRY

Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

MEASUREMENT AND DISCRETE MATHEMATICS

Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.

MATHEMATICAL STRUCTURE/LOGIC

Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

For more information regarding the Arizona Academic Standards, you may visit the Internet site at <http://www.ade.state.az.us> or contact Dr. Billie Orr's office at (602) 542-6236.

∨ **Academic Achievement Indicators** ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores 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 five 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

		1996-1997	1997-1998	1998-1999	1999-2000
Grade	Content Area	% Score AZ	% Score AZ	% Score AZ	% Score AZ
	Reading	--	--	--	--
	Language				
	Mathematics				

∨ 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 1999 and 2000. 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 2000. Average student growth over the course of the past academic year is compared to a national average in the table below. One hundred percent (100%) indicates that students in a particular grade level at the school have achieved an average amount of growth compared to a national sample. A percentage greater than 100 percent indicates student growth was greater than the national average.

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 orderly environment for learning. The *2000 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Teacher training for emergencies is held on a continual basis. We adhere to a published discipline plan and require that community and school standards are met daily.

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

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	**	**
Classroom Supplies	**	**
Administration	**	**
Support Services-Students	**	**
Other Support Services and Operations	**	**
Total Expenditures- All Categories 1999-2000	**	**

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 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.

▽ Classroom Enhancement Funds 1999-2000 ▽

For fiscal year 1999-2000, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, Arizona Revised Statutes, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 1999-2000 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$0.00 [\$18.48 per Student x Enrollment (ADM)].

Enhancement Programs	Amount Spent
Classroom Teacher Salaries	
Employing New Teachers	
Teacher Training and Development	
Classroom Technology	
Strengthening K-3 Programs	
Additional School Days	
Support Programs to Meet State Standards	
Reading Clinics	
Achieving/Maintaining School Sizes for Fewer Than 450 Pupils	

Total Amount of Classroom Enhancement Funds Expended at the School Level NDS

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Mike Wolf	(602) 493-8301	
Transportation Policy	Dan Shearer	(480) 783-4300	
Community Resources	Mike Wolf	(602) 493-8301	
School Nutrition Programs	NDS		
Parent Organization	NDS		
Student Health/Nurse	Denise Wilhardt	(602) 493-8301	

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 <http://www.ade.state.az.us/srcs/> on the Internet.

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