

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Discovery Plus Academy

Discovery Plus Academy
852 W. 250 N., Pima, AZ 85543-1089
Mailing Address: Box 1089, Pima, AZ 85543-1089

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

Director: Mrs. Leola Ann Smith
Schedule: 7:30 AM to 3:30 PM
Web Address: www.discoveryplus.org
E-mail: discplus@zekes.com

Grades: K-6
2002 Enrollment: 84
Phone: (928) 485-2498
Fax: (928) 485-2508

∨ School Overview ∨

Mission

Our mission at Discovery Plus is to educate our future leaders of tomorrow in a safe and caring environment. Each child will be educated from the inside out, as the whole child. Particular attention is paid to academics, sensory needs, neurological development, physical activities, and social integration skills. DPA believes technology is the key to the future, and all children need advanced computer skills. Every child, from special needs, through gifted, deserve to feel success and self-worth.

Organization and Philosophy

- w Small Classrooms, Limited to 18 Students
- w Back-to-Basics--Emphasizing 3Rs
- w Parental Involvement-Active Parent Board
- w Individualized Education-Lots of 1 on 1

Instructional Programs

- w Accelerated Reader Program
- w Computer Lab Instruction Daily
- w Youth Touch Tech. Math & Science Program
- w Flexible Grouping for Math & Reading
- w Science & Social Studies/Gifted Program
- w Workshop Way
- w Bridges Sensory Program of Exercises
- w Full-day Kindergarten--8:00 to 3:15

School/Academic Goals

- w Provide the latest advancements in technology. Example: Youth Touch: Offers children the tools for understanding ratios, arcs, coordinates, graphing, and more than 100 other math, science, technology, language arts and social studies concepts.
- w Continuous improvement in academic performance, with 80% of the students demonstrating one year's growth, or more, as measured by our school's achievement tests WRAT, and to show continual improvement on state performance exams.
- w To offer students the best cultural arts program they could possibly get in a school setting. Our students all enjoy General Music, and an optional Orchestra program. Art is also offered on a regular basis.
- w All students are included in our BRIDGES Sensory integration program. Each child completes their own individual IPP plan of exercises to improve memory and overall performance. This program fine tunes the neurological system.

Enrollment

October 1, 2001 School Year Student Enrollment:	NDS
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	84

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

Council Duties

- w Student Site Council - Dress Code
- w School Safety Issues - Discipline
- w Extracurricular Activities - Music
- w Field Trips & Activities
- w Report Cards/Grades
- w Performance Objectives/Standards

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	5.00	Teacher Aide	3.00

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	0
4 to 6 years	2	0	0	0
7 to 9 years	2	1	0	0
10 or more years	2	1	0	1

∨ **Shared Responsibilities** ∨

School

All children deserve access to an extraordinary education. Accelerated Reader and Youth Touch programs are part of our day. Setting goals, teaching to Arizona Standards and assessing learning is our responsibility. A special Sensory Program helps children reach our goal of educating the whole child. Discovery Plus strives to provide a safe, drug-free environment; instruction in character education, Enrichment and Challenge Programs, peer mediation training, and the best in certified teachers.

Parents

Parent involvement is very important. Parents are highly encouraged to participate on the Parent Board. Parents provide transportation to and from school. Parents are responsible for providing appropriate, modest clothing. Parents may help in the classroom at any time. They are welcome to help with fund raisers/class parties and volunteer to teach. Parents will help student with homework and make sure they get to bed early. They need to feed them a good breakfast and get them to school on time.

∨ **Transportation Policy** ∨

Volunteer parents transport students to and from school.

∨ Calendar Information ∨

Number of Instruction Days:	143	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/21/03

Operates on Trimester Schedule

Report Card Release Dates

10/10/02	12/12/02	3/7/03	5/21/03
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Additional Calendar/Report Card Information

Reporting will again be done over the Internet using Power Grade. Parents will be able to assess continuous reporting of progress. Power School is implemented, and parents will be trained on how to access information. Parents may come to the school, talk to the teachers, and receive progress reports also. Those having Internet at home can access reports and information with a special code.

∨ 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 Computer Lab	W Sensory Integration Lab
W Library	W Enrichment & Challenge Program

Extracurricular Activities

W Basketball	W Orchestra Program
W Knowledge Bowl	W County Spelling Bee
W Vocal Music - Strings Instruction	W Community Service Projects
W Chess & critical thinking activities	W Academic Competitions

School/Community Resources

W Counseling Services	W Graham Co. Behavior Health Services
W County Health Department	W GED Classes
W Adult Education	W DES Services
W Food Banks	W Crisis Intervention

∨ 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 are reading and researching more, with the availability of many more books and resource material in our Library and computer lab. Super Phonics and Grammar software are interesting for students, and also very advantageous to learning.
- W DPA showed the most improvement on Stanford 9 test scores last spring than any school in Graham County. Also, the students' great gains showed up on our district's WRAT test scores.
- W Updated technology from the 56K line to a wireless communication system that is much faster and allows students to research more effectively, complete quizzes for accelerated reading, and parents can check progress with Power School Program.
- W We are into our fourth year with the Sensory Program. Much of the progress the students make is attributed to this special Sensory Program. Pre- and post-test show a dramatic improvement in motor skills, memory and the ability to concentrate.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	13.9 %	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	8.9 %	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
Goldenrod Outstanding Technology Innovator Award	2000
Cinderella Pageant Talent Winner	2001
Cinco De Mayo Fair Entry Award	1999

∨ 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%

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	--	--	--	--	--	--	--	--	--	88	73	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	100	77	53	--	60	57
	Language	--	--	--	--	--	40	--	--	43	100	59	44	--	57	48
	Mathematics	--	--	--	--	--	51	--	--	55	100	57	57	--	54	61
3	Reading	--	--	47	--	--	47	--	--	48	72	57	50	--	61	50
	Language	--	--	49	--	--	51	--	--	54	72	47	56	--	50	57
	Mathematics	--	--	46	--	--	49	--	--	52	72	56	54	--	47	56
4	Reading	--	--	53	--	--	54	--	--	54	90	71	55	--	79	55
	Language	--	--	47	--	--	49	--	--	48	90	52	50	--	62	50
	Mathematics	--	--	51	--	--	54	--	--	55	90	74	57	--	70	58
5	Reading	--	--	51	--	--	51	--	--	51	100	63	51	--	51	53
	Language	--	--	42	--	--	44	--	--	45	100	42	45	--	45	47
	Mathematics	--	--	51	--	--	54	--	--	55	100	50	57	--	68	59
6	Reading	--	--	53	--	--	54	--	--	53	85	18	54	--	**	56
	Language	--	--	41	--	--	44	--	--	44	85	13	45	--	**	47
	Mathematics	--	--	57	--	--	59	--	--	60	85	19	63	--	**	65

∨ 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	*	*
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	**	**
Grades 6-7	*	*

*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

We are working closely with Behavioral Health Services to teach our students Conflict Resolution. This includes on-site training and Youth Leadership Network Regional Workshops. We are also involved with the Sheriff's Office DARE Program for the fourth year. We will continue a program called Character Counts, which teaches all students basic values through stories, songs, examples, etc. Students stay busy with Chess Club, Computer Club, Violin, PE and other extracurricular activities.

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	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

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	Andrea Bagnall	(928) 485-2498	
Transportation Policy	Leola Smith	(928) 485-2498	
Community Resources	Donna Bolinger	(928) 485-2498	
School Nutrition Programs	Leola Smith	(928) 485-2498	
Parent Organization	Judy Ray	(928) 485-9212	
Student Health/Nurse	Holly Pearson	(928) 485-2498	

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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