

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mesa Arts Academy

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

Mesa Arts Academy
221 W. Sixth Avenue, Mesa, AZ 85210

Principal: Ms. Susan Ann Douglas
Schedule: 7:30 AM to 4:00 PM
Web Address: www.clubzona.com
E-mail: sued@clubzona.com

Grades: K-8
2002 Enrollment: 178
Phone: (480) 844-3965
Fax: (480) 844-0205

∨ School Overview ∨

Mission

Mesa Arts Academy (owned and operated by the Boys and Girls Clubs of the East Valley) has as its mission: To provide a quality art-based education for Kindergarten through eighth grade students in a rigorous academic environment. Our vision is to create a learning environment, which fosters confident, well-adjusted students who are inspired to succeed through artistic excellence and academic achievement.

Organization and Philosophy

- w Charter School
- w Boys and Girls Club Partnership
- w Positive Environment/Parent Involvement
- w Specials & Elective Classes in the Arts

Instructional Programs

- w Arts-integrated Academic Curriculum
- w Individual Learning Plans
- w Free All-day Kindergarten Program
- w Elective Program in Arts and Technology
- w Special Education/SEI/Title I Services
- w Advanced Placement for Gifted Students
- w Computers and Multimedia Technology
- w Multiple Assessments

School/Academic Goals

- w Students will develop academic skills and artistic talents through the appropriate choice of subjects taught through a standards-based, arts-integrated curriculum.
- w Students will continually show improvement in mastering the Arizona Academic Standards as measured by performance on standardized tests, state testing and district assessments. Portfolios will also be used to document student progress.
- w The Academy will take a leadership role in neighborhood improvement. Involvement in community-based projects will advance responsible citizenship in students. Parents will be active volunteers and full participants in their child's education.
- w Academy staff will sponsor and attend neighborhood meetings. Students will have access to the use and application of computer technology and other advanced multimedia systems. Technology will enhance student learning and promote workplace skills.

Enrollment

October 1, 2001 School Year Student Enrollment:	176
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	171

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

Council Duties

- w School Academic Improvement
- w School Climate
- w Curriculum Development
- w Arts Program
- w School Discipline Policies
- w Prevention/Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	8.50
Other Professional Staff	3.85	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	0	2	0	0
7 to 9 years	1	1	0	0
10 or more years	0	2	0	0

∨ **Shared Responsibilities** ∨

School

Mesa Arts Academy provides a safe, drug-free environment where students are encouraged to achieve full academic and artistic potential. Parents will be provided opportunities to participate in the achievement of school goals. Teachers will communicate with parents and keep them informed of their children's progress. The Academy will track student's progress on the Arizona Academic Standards. All programs will be offered within a positive school climate that fosters mutual respect.

Parents

Parents are expected to become active partners in their child's learning and to ensure that their children regularly attend school and arrive on time. They are encouraged to collaborate with teachers and staff to provide an environment conducive to high academic and artistic achievement. They meet with school staff to develop Individual Learning Plans and evaluate student progress. Families are asked to contribute 50 participation hours each year.

∨ **Transportation Policy** ∨

We bus students whose educational plans qualify them for transportation services. Families are encouraged to form carpools and to make use of the free afterschool program. We do not offer a regular bus route.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/21/02	1/7/03	3/24/03	5/30/03
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Additional Calendar/Report Card Information

In addition to quarterly report cards, portfolios are kept for each student. These are shared with parents at least twice yearly at parent/teacher conferences.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Multimedia Computer Lab	W Full & Half Gyms/Weight Training Room
W Separate Teen and Youth Recreation Areas	W Visual Arts Center

Extracurricular Activities

W Afterschool Tutoring Programs	W Student Government
W MathCounts	W Afterschool Sports and Recreation
W Computer Club	W Future Problem Solvers (Gifted)
W Afterschool Performance Band	W Peer Mediation Program

School/Community Resources

W Afterschool Community Center	W Family Crises Intervention
W Basic Skills Workshops	W Breakfast/Lunch & Food Bank
W Classes for parents with disabled child	W Adult ESL Classes
W Community Artists as Specialists	W Summer/Winter Day Camp

∨ 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 Art Standards integrated into math/science/social studies/language arts curriculum. Expanded elective program: Dance, drama, guitar, string and wind instruments. Professional artists perform with students. End-of-year music/drama performance.</p> | <p>W AZ Standards (math/language arts) tracked on report cards. 90% of students who SAT9 tested for five years increased scores in all areas. Scores include students in SEI program.</p> |
| <p>W Free adult ESL classes. America Reads and other community volunteers in classrooms. Monthly neighborhood meetings with Administrator, Club staff and local residents. MCC partnership for classroom tutors. Head Start partnership agreement.</p> | <p>W Classroom computers networked with 27-station computer lab. Second cable line for Internet access. Computer Lab for afterschool homework help.</p> |

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	11.5 %	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	21.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.4 %	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
Three Teachers in Who's Who Among America's Teachers	2002
Math Teacher Invited into ASU Math Links Project	2001
MAA Receives MCC Community Partner Award	2001
National honors in Stockmarket Game	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	14	503	0%	50%	43%	7%
	School State	58840	524	9%	17%	45%	29%
Writing	School	14	532	0%	21%	64%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	14	498	0%	64%	29%	7%
	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	12	503	17%	17%	42%	25%
	State	61305	505	21%	20%	43%	15%
Writing	School	12	493	17%	25%	58%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	12	490	8%	42%	25%	25%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	21	519	10%	19%	57%	14%
	State	57484	504	24%	20%	40%	16%
Writing	School	21	487	19%	48%	33%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	21	447	57%	33%	5%	5%
	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	--	--	--	--	--	--	--	--	--	66	40	60	--	--	--
2	Reading	--	--	--	88	32	50	83	27	52	15	--	53	60	48	57
	Language	--	--	--	88	44	40	78	24	43	89	16	44	60	37	48
	Mathematics	--	--	--	75	47	51	88	46	55	89	30	57	60	59	61
3	Reading	94	25	47	93	39	47	99	30	48	85	34	50	78	28	50
	Language	94	27	49	93	31	51	99	41	54	85	33	56	78	35	57
	Mathematics	94	23	46	100	39	49	99	41	52	92	42	54	78	49	56
4	Reading	88	44	53	81	29	54	94	54	54	85	30	55	89	47	55
	Language	88	41	47	94	23	49	94	61	48	92	23	50	89	43	50
	Mathematics	88	56	51	88	33	54	94	69	55	64	52	57	83	53	58
5	Reading	94	35	51	83	38	51	86	48	51	94	52	51	55	38	53
	Language	100	24	42	83	35	44	86	33	45	88	51	45	60	43	47
	Mathematics	100	40	51	78	55	54	86	63	55	94	63	57	60	46	59
6	Reading	100	57	53	68	53	54	86	55	53	81	51	54	75	52	56
	Language	100	27	41	89	30	44	86	47	44	86	47	45	75	51	47
	Mathematics	100	63	57	84	54	59	86	64	60	86	66	63	75	79	65
7	Reading	100	67	52	80	68	53	93	40	52	81	36	53	87	57	55
	Language	100	66	52	80	68	54	93	44	54	81	35	55	87	74	58
	Mathematics	100	83	53	80	79	55	93	78	56	72	61	58	87	80	60
8	Reading	93	64	54	81	74	54	99	62	53	80	52	55	78	49	56
	Language	93	54	46	81	69	49	95	61	49	72	51	50	78	48	52
	Mathematics	93	81	52	81	89	54	99	76	56	84	87	58	78	83	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	*	100
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	*	*
Grades 6-7	64	93
Grades 7-8	83	94

*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 Academy has adopted a Positive School Climate encouraging self-discipline, responsibility, pride in community, good judgement and respect for others. Zero-tolerance policies for substance abuse, violence and criminal activities support a safe, orderly environment that is conducive to academic achievement and artistic growth. In SY 2002 there were no incidents of tobacco, alcohol or drug use on campus during school hours. K-8th population creates more of a family-type environment.

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).

4

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	Sue Douglas	(480) 844-3965	
Transportation Policy	Jenifer Dinkel	(480) 844-3965	
Community Resources	Arcelia Tovar	(480) 844-3965	
School Nutrition Programs	Anissa Vicente	(480) 844-3965	
Parent Organization	Arcelia Tovar	(480) 844-3965	
Student Health/Nurse	Lynn Brunetto	(480) 325-9459	

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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