

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Valley Academy

Valley Academy, Inc.
1520 W. Rose Garden Lane, Phoenix, AZ 85027

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

Principal: Mrs. Sharon R. Malone

Schedule: 7:30 AM to 4:00 PM

Web Address: www.ValleyAcademy.com

E-mail: smalone@extremezone.com

Grades: K-8

2002 Enrollment: 626

Phone: (623) 516-7747 x 115

Fax: (623) 516-2703

∨ School Overview ∨

Mission

Valley Academy, Inc., is a skills and knowledge-based K-8 school requiring high academic and behavioral standards. An extended school day, reduced student/teacher ratio, early foreign language, keyboarding skills, appropriate electives and extracurricular activities help students excel. A strong foundation of basic skills and information helps students utilize core learnings in academic applications leading to higher-level thinking, decision-making and problem-solving skills.

Organization and Philosophy

- w Back-to-Basics
- w Charter School
- w Traditional
- w Parent Involvement

Instructional Programs

- w Back-to-Basics/Textbook-based Curriculum
- w Saxon Math
- w Writing Road to Reading - Spalding
- w Excellence in Writing
- w Open Court Literature (Grades 1-6)
- w Elements of Literature (Grades 7-8)
- w Vocabulary From Classical Roots
- w Parent-approved Required Readings

School/Academic Goals

- w Students will learn to write, speak, spell, and compute accurately. In order to assure continued excellence in teaching, Valley Academy will work to become a certified Spalding school and further develop its Excellence in Writing Program.
- w Students will develop a well-rounded application of the arts and physical fitness. To this end, Valley Academy will continue to refine its special area curricula and materials. Teachers will work to solidify the grading criteria.
- w Students will learn the logical application of the scientific method and develop an understanding of American history, heritage and government structure.
- w Students will acquire academic skills that will empower them to succeed as they advance in their education. Valley Academy will upgrade its technology to assist in achieving this goal.

Enrollment

October 1, 2001 School Year Student Enrollment:	563
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	564

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)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 12 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Curriculum Development
- w Promotion/Retention Issues
- w Personnel Recommendations
- w Instructional Strategies
- w Textbook Selection
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	27.25
Other Professional Staff	3.50	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	3
4 to 6 years	4	1	0	0
7 to 9 years	2	1	0	0
10 or more years	11	1	1	0

∨ **Shared Responsibilities** ∨

School

Valley Academy, Inc., will supply excellent teachers; traditional academic curriculum; intense phonics; self-contained, structured classrooms emphasizing appropriate behavior; regular homework; respect and opportunity for parent involvement; wholesome family-oriented environment; low student/teacher ratios and an emphasis on individual achievement and accomplishment; an extended day with afternoon enrichment programs. School has increased its security with photo ID badges required.

Parents

Parents of students of Valley Academy must supply transportation to and from school, uniforms, three hours a month of volunteer work, and a time and place for homework to be done. Both parents and students must agree to uphold the guidelines of the Parent/Student Handbook.

∨ **Transportation Policy** ∨

Parents must supply student transportation. City of Phoenix buses stop at 19th Avenue and Rose Garden Lane. All students are required to sign a statement of support for the Parent/Student handbook.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/30/02	1/15/03	4/2/03	5/30/03
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Additional Calendar/Report Card Information

∨ 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 Library
W Open-air Basketball Court	W Athletic Field

Extracurricular Activities

W Student Council	W Scrabble Club
W Enrichment Class K-2 and Tutoring K-8	W Intramural Sports
W Band - Beginning & Advanced	W Young Engineers Club
W Academic Quiz Team	W Chorus

School/Community Resources

W NDS

∨ 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 Spalding training continued. Pre- and post-testing with a criterion-referenced test and Stanford 9 continue to show superior academic achievement. The principal became a certified Spalding teacher-instructor.</p> | <p>W Students will acquire academic skills that will empower them to succeed as they advance in their education. Valley Academy will upgrade its technology to assist in achieving this goal.</p> |
| <p>W Students studied specific historical events and then developed period attire which was worn for a special school event. Through hands on activities, students acquired an understanding of the effects of America's transformation from a small</p> | <p>W The academic competition team placed second in a local city competition. For the first time Valley Academy participated in a SIMS City competition. A Scrabble club was formed.</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	20.2 %	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	5.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.1 %	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
VFW Voice of Democracy Regional Essay Award	2002
Asian-American Poster Contest Winner	2002
One Student Received Phoenix Police Citizenship Award	2002
VFW Voice of Democracy Regional Essay Award	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	64	548	0%	5%	44%	52%
	School State	58840	524	9%	17%	45%	29%
Writing	School	66	585	0%	0%	65%	35%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	65	564	0%	8%	34%	58%
	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	52	513	10%	4%	60%	27%
	State	61305	505	21%	20%	43%	15%
Writing	School	52	544	4%	10%	62%	25%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	52	523	2%	29%	13%	56%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	32	530	6%	12%	47%	34%
	State	57484	504	24%	20%	40%	16%
Writing	School	32	508	0%	44%	53%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	32	492	0%	66%	25%	9%
	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	--	--	--	--	--	--	--	--	--	93	88	60	--	--	--
2	Reading	--	--	--	93	75	50	98	85	52	94	88	53	92	79	57
	Language	--	--	--	93	74	40	98	79	43	94	87	44	94	82	48
	Mathematics	--	--	--	95	76	51	98	90	55	92	88	57	94	88	61
3	Reading	98	71	47	93	70	47	96	61	48	92	76	50	88	80	50
	Language	100	71	49	94	72	51	96	67	54	92	83	56	89	83	57
	Mathematics	100	67	46	93	64	49	94	70	52	92	89	54	89	84	56
4	Reading	94	73	53	85	67	54	94	74	54	90	75	55	96	78	55
	Language	95	62	47	89	64	49	92	71	48	89	65	50	96	72	50
	Mathematics	92	74	51	89	68	54	92	83	55	90	85	57	96	89	58
5	Reading	91	72	51	78	73	51	85	67	51	85	75	51	79	64	53
	Language	91	67	42	79	61	44	85	59	45	89	76	45	77	71	47
	Mathematics	91	74	51	79	74	54	85	66	55	89	79	57	77	80	59
6	Reading	92	76	53	100	78	54	83	83	53	87	75	54	90	81	56
	Language	92	66	41	98	72	44	86	76	44	87	70	45	90	70	47
	Mathematics	94	76	57	96	82	59	83	85	60	85	80	63	90	84	65
7	Reading	100	68	52	87	68	53	88	74	52	82	71	53	100	71	55
	Language	100	65	52	87	69	54	91	81	54	84	76	55	100	78	58
	Mathematics	100	67	53	87	66	55	91	86	56	84	79	58	100	85	60
8	Reading	79	64	54	98	62	54	94	68	53	97	74	55	79	79	56
	Language	81	61	46	98	54	49	94	69	49	94	70	50	79	79	52
	Mathematics	81	65	52	98	60	54	94	76	56	97	82	58	79	84	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	61	67
Grades 3-4	62	88
Grades 4-5	41	53
Grades 5-6	89	86
Grades 6-7	65	92
Grades 7-8	75	79

*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

To help students take a professional approach to learning, classes are structured and teacher-directed. Classes move around the campus in orderly lines. Aides and parents patrol the play areas. There is a nurse on site. Safety is enhanced by sign-in procedures for all visitors and photo ID badges for parents and staff. Parents are encouraged to volunteer on campus. All classrooms are supplied with Emergency Procedures Flip Charts and with the supplies needed for an extended lockdown.

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 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	Sharon Malone	(623) 516-7747	115
Transportation Policy	Andres Robles	(623) 516-7747	111
Community Resources	Sharon Malone	(623) 516-7747	115
School Nutrition Programs	NDS		
Parent Organization	VA Parent Organization	(623) 516-7747	236
Student Health/Nurse	Shirley Kuchar	(623) 516-7747	105

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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