

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

CASY Country Day School #1

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

CASY Country Day School
7214 E. Jenan Drive, Scottsdale, AZ 85260

Director: Mr. John Spero

Schedule: 7:30 AM to 3:30 PM

Web Address: casyday.k12.az.us/

E-mail: Unpublished or Unavailable

Grades: K-4

2002 Enrollment: 120

Phone: (480) 951-3190

Fax: (480) 998-4029

∨ School Overview ∨

Mission

We are dedicated to providing children with the tools necessary to grow, develop and learn to think. Our teachers provide a creative, nurturing environment in which they strive to foster a love of learning in each child. Intellectual growth and a positive self-image are supported by a firm foundation in basic skills and enhanced by the broad-based curriculum which includes music, drama, PE and fine arts.

Organization and Philosophy

- w Charter School
- w Arts & Academic Emphasis
- w Accelerated Academics

School/Academic Goals

- w To provide a curriculum that introduces, reinforces and allows students to master academic skills through leveling and actively participating in learning.
- w To ensure mastery of the Arizona Academic Standards in all academic areas.

Instructional Programs

- w Full-day Kindergarten
- w Broad-based Curriculum
- w Phonics/Whole Language Reading
- w Unit Studies
- w Accelerated Academics
- w Hands-on/Traditional Math
- w Dramatic Performances
- w Art/Music Instruction

- w To provide learning experiences in the broadest sense by providing equal focus on arts and academics.
- w Students develop skills to effectively express themselves through speech, writing and the arts.

Enrollment

October 1, 2001 School Year Student Enrollment:	120
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	120

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

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	8.00
Other Professional Staff	3.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

CASY School provides a highly individualized and stimulating accelerated academic curriculum coupled with the creative arts (music, drama, fine arts) and a safe environment conducive to learning.

Parents

It is the parent's responsibility to transport students to and from school, dressed and ready to participate. A nutritious lunch must be provided by the parent on any day the child does not buy hot lunch. The parent must provide their child with school supplies. Parents need to also read with their child at least 30 minutes each day.

∨ **Transportation Policy** ∨

CASY provides no transportation for students.

∨ 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: Students won multiple awards in Phoenix Symphony Paint to Music Contest.</p> | <p>W Writing: Students honored with a variety of writing awards including the Arizona State Poetry Contest, National Dental Association and Grand Canyon Essay Contest.</p> |
| <p>W Reading: High percentage of students qualify for both school and state reading awards.</p> | <p>W Drama: Every student participated in at least two dramatic productions each year.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	12.5 %	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	2.2 %	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
State Reading Award	2002
Phoenix Symphony Paint to Music	2002
Grand Ganyon Essay Contest	2001
Odyssey of the Mind - 4th Place	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

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	27	564	0%	0%	30%	70%
	State	58840	524	9%	17%	45%	29%
Writing	School	27	586	0%	0%	63%	37%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	27	547	0%	7%	44%	48%
	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

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	94	60	--	--	--
2	Reading	--	--	--	96	75	50	100	79	52	94	80	53	100	92	57
	Language	--	--	--	96	69	40	100	78	43	94	84	44	100	88	48
	Mathematics	--	--	--	96	89	51	100	90	55	97	87	57	100	95	61
3	Reading	88	81	47	96	76	47	92	73	48	93	79	50	86	86	50
	Language	88	81	49	96	79	51	92	80	54	93	81	56	86	88	57
	Mathematics	88	84	46	96	77	49	92	86	52	93	84	54	86	88	56
4	Reading	83	80	53	100	96	54	96	82	54	100	83	55	95	88	55
	Language	83	67	47	100	83	49	96	70	48	100	74	50	95	83	50
	Mathematics	83	76	51	100	92	54	96	86	55	100	79	57	100	91	58

∨ **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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	79	63
Grades 3-4	87	100
Grades 4-5	*	*

*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

CASY School's Safety Committee organizes various activities and safety programs that promote bicycle safety, sun safety, kindness and good health habits.

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	\$2,585	\$321,441
Classroom Supplies	NDS	NDS
Administration	\$791	\$98,370
Support Services-Students	NDS	NDS
Other Support Services and Operations	\$1,199	\$149,057
Total Expenditures- All Categories 2000-2001	NDS	NDS

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.

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.

∨ Contacts ∨

Name	Phone	Extension
School Site Council	NDS	
Transportation Policy	John Spero	(480) 951-3190
Community Resources	Lisa Artenian	(480) 951-3190
School Nutrition Programs	NDS	
Parent Organization	Elementary Parent Organization	(480) 951-3190
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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