

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### ACCLAIM Charter School

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

Acclaim Charter School  
5350 W. Indian School Road, Phoenix, AZ 85031

**Director:** Ms. Melanie Powers  
**Schedule:** 7:00 AM to 5:30 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [acclaim@qwest.net](mailto:acclaim@qwest.net)

**Grades:** K-8  
**2002 Enrollment:** 319  
**Phone:** (623) 691-0919  
**Fax:** (623) 691-6091

## ∨ School Overview ∨

### Mission

ACCLAIM is a Core Knowledge School whose mission is to provide a learning environment rich in arts, sciences and languages where students develop strong academic skills, character, appreciation for diversity, concern for the environment and a desire to strive for excellence. Our emphasis on developing virtues, our rich curriculum, high expectations, parent involvement and uniform code are keys to creating the environment necessary to help students achieve their potential.

### Organization and Philosophy

- w Charter School
- w Team Teaching (Grades K-5)
- w Parental Involvement
- w Departmentalized Classrooms (Grades 6-8)

### Instructional Programs

- w Full-day Kindergarten
- w Core Knowledge School
- w Character Education
- w Peace Curriculum
- w Multicultural Education
- w Dual Language Program
- w On-site Special Education

### School/Academic Goals

- w Students strive to achieve their fullest potential in language arts, mathematics, science, social studies, health, PE and technology, building on previous learning to acquire new knowledge and skills which can be applied to real-life settings.
- w Students develop an interest in, and love of, music and art, developing the ability to express themselves, and sensitivity to musical and artistic beauty through exposure to classical, contemporary and a variety of cultural forms of music and art.
- w Students understand and use written and spoken communication on a variety of topics in a variety of situations in English and Spanish.
- w Students will understand and appreciate the diversity of cultures in this country and around the world.

### Enrollment

October 1, 2001 School Year Student Enrollment:	301
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	319

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Budget
- w Personnel Decisions
- w School Calendar
- w Fundraising
- w School Improvement
- w Student Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	24.00
Other Professional Staff	1.00	Teacher Aide	2.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	1	0	0
10 or more years	6	5	0	0

∨ **Shared Responsibilities** ∨

**School**

ACCLAIM's responsibilities to parents include providing a safe learning environment that respects differences in culture and learning styles; and values bilingualism, high academic standards, a variety of instructional strategies, and regular communication about students' progress, school activities and parenting suggestions.

**Parents**

ACCLAIM parents' responsibilities include sending students to school appropriately dressed and nourished, and with the necessary materials; supporting the instructional and discipline programs; attending Project Presentation Nights and Parent/Student/Teacher conferences; notifying the school of any concerns regarding their children and offering volunteer time to the school. Kindergarten parents are responsible for paying (in advance) \$10.00 per week for the additional class hours.

∨ **Transportation Policy** ∨

ACCLAIM has four buses and has established routes around where the majority of students live. We do not transport students east or north of Grand Avenue. We go as far west as Avondale. There is a \$5.00 per month per student fee for the bus. Parents may volunteer one hour per month per student in lieu of the fee, if desired. Safety is of prime importance and bus riding is a privilege. Therefore, students who do not demonstrate appropriate behavior will lose bus riding privileges.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	180	<b>First Day of School:</b>	7/31/02
<b>Average Daily Instruction Time:</b>	7 hrs. 0 min.	<b>Last Day of School:</b>	6/5/03

**Operates on Year-round Schedule**

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#### Report Card Release Dates

10/3/02	12/20/02	3/13/03	6/5/03
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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>3</sup> 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.

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#### Special Facilities

W Small Computer Lab

W Small Library

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#### Extracurricular Activities

W Educational Computer Games

W Tap Dance

W Game Room

W Drawing

W Tutoring

W Homework Room

W Afterschool Sports - Noncompetitive

W Choir

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#### School/Community Resources

W Before/After School Care

## ∨ 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 Through our curriculum (the Core Knowledge Sequence), afterschool tutoring program and small class size, students acquired a rich knowledge and strengthened skills in various areas of academics this year, although many came to us below grade level.</p> <p>w Through daily instruction in Spanish and English and opportunities to practice language skills with others who are dominant in each language, all students improved their understanding and use of written and spoken communication in both languages.</p> | <p>w Through exposure to, experience with, and instruction in a variety of cultural forms of music and art, our students' knowledge and appreciation of the arts has notably increased.</p> <p>w Through stories, art, music, field trips, lessons and videos, the students' understanding and appreciation of the diversity of cultures in this country and around the world have increased.</p> |
|---|---|

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	30.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	18.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	94.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	6.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
NDS	

## ∨ 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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>20</b>	<b>507</b>	<b>0%</b>	<b>30%</b>	<b>65%</b>	<b>5%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>20</b>	<b>517</b>	<b>5%</b>	<b>30%</b>	<b>55%</b>	<b>10%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>21</b>	<b>476</b>	<b>29%</b>	<b>48%</b>	<b>19%</b>	<b>5%</b>
	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

<b>Reading</b>	<b>School</b>	<b>18</b>	<b>505</b>	<b>22%</b>	<b>39%</b>	<b>33%</b>	<b>6%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>18</b>	<b>478</b>	<b>39%</b>	<b>17%</b>	<b>39%</b>	<b>6%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>19</b>	<b>460</b>	<b>26%</b>	<b>58%</b>	<b>5%</b>	<b>11%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>13</b>	<b>494</b>	<b>31%</b>	<b>23%</b>	<b>38%</b>	<b>8%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>13</b>	<b>477</b>	<b>23%</b>	<b>54%</b>	<b>23%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>14</b>	<b>429</b>	<b>79%</b>	<b>21%</b>	<b>0%</b>	<b>0%</b>
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	33	52	60	--	--	--
2	Reading	--	--	--	60	30	50	24	31	52	35	33	53	56	27	57
	Language	--	--	--	70	22	40	24	17	43	38	15	44	56	20	48
	Mathematics	--	--	--	70	23	51	24	29	55	38	24	57	56	19	61
3	Reading	--	34	47	76	14	47	57	30	48	25	35	50	83	19	50
	Language	--	24	49	76	22	51	57	28	54	27	38	56	89	20	57
	Mathematics	--	28	46	79	12	49	57	32	52	30	43	54	86	33	56
4	Reading	--	31	53	64	39	54	76	29	54	41	23	55	100	29	55
	Language	--	34	47	68	37	49	76	35	48	44	22	50	100	29	50
	Mathematics	--	22	51	68	31	54	76	27	55	44	23	57	100	48	58
5	Reading	--	40	51	76	33	51	71	36	51	74	36	51	65	45	53
	Language	--	26	42	76	23	44	71	30	45	77	33	45	84	27	47
	Mathematics	--	31	51	76	24	54	71	28	55	74	41	57	84	39	59
6	Reading	--	30	53	90	28	54	100	43	53	58	59	54	63	43	56
	Language	--	14	41	90	21	44	100	32	44	62	37	45	63	36	47
	Mathematics	--	27	57	90	29	59	100	47	60	58	56	63	63	53	65
7	Reading	--	36	52	79	30	53	82	40	52	76	45	53	81	34	55
	Language	--	25	52	77	30	54	82	46	54	76	55	55	93	37	58
	Mathematics	--	23	53	77	21	55	82	43	56	76	52	58	85	32	60
8	Reading	--	52	54	70	30	54	100	28	53	100	38	55	48	35	56
	Language	--	35	46	70	23	49	100	20	49	100	30	50	52	43	52
	Mathematics	--	26	52	70	32	54	100	26	56	100	34	58	52	55	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	*	*
<b>Grades 3-4</b>	*	*
<b>Grades 4-5</b>	*	*
<b>Grades 5-6</b>	<b>73</b>	<b>75</b>
<b>Grades 6-7</b>	<b>55</b>	<b>42</b>
<b>Grades 7-8</b>	<b>60</b>	<b>91</b>

\*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

A major emphasis in our school is our character development program, The Virtues Project. We work on this daily. DOVE (Developing Our Virtues Every day) is our discipline program. We have a Zero-Tolerance Policy for possession or use of alcohol, tobacco, illegal drugs or for violence. Mentors are assigned to students who are perceived as needing help in these areas. Small classes and an overall small school also increase our ability to supervise and the overall safety/orderly learning climate.

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).

3

**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
<b>School Site Council</b>	Melanie Powers	(623) 691-0919	
<b>Transportation Policy</b>	Jose R. Martinez	(623) 573-9783	
<b>Community Resources</b>	Melanie Powers	(623) 691-0919	
<b>School Nutrition Programs</b>	Marcie Dickson	(623) 691-0919	
<b>Parent Organization</b>	Melanie Powers	(623) 691-0919	
<b>Student Health/Nurse</b>	Susan Cain	(623) 691-0919	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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