

# ARIZONA SCHOOL REPORT CARD 2002-03

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

## Phoenix Advantage Charter School

Phoenix Advantage Charter School, Inc.  
3738 N. 16th Street, Phoenix, AZ 85016

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

**Director:** Mrs. Sheri Kisselbach

**Schedule:** 8:15 AM to 4:30 PM

**Web Address:** [mosaicaeducation.com](http://mosaicaeducation.com)

**E-mail:** [skisselbach@pacs.advantage-schools.org](mailto:skisselbach@pacs.advantage-schools.org)

**Grades:** K-8

**2002 Enrollment:** 1000

**Phone:** (602) 263-8777

**Fax:** (602) 263-8822

### ∨ School Overview ∨

#### Mission

The Phoenix Advantage Charter School was founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential.

#### Organization and Philosophy

- w All Students Will Succeed
- w Structured Sequential Curriculum
- w Build Sturdy Foundation
- w Coherent and Ambitious Standards

#### Instructional Programs

- w Direct Instruction in Basic Skill Areas
- w Structured Immersion
- w Title I Reading/Math
- w Mosaica's Own Paragon Curriculum
- w Special Education
- w Speech Therapy
- w Foreign Language Program
- w Code of Civility--Character Education

#### School/Academic Goals

- w To provide students with a solid foundation on which to build future success by teaching sophisticated strategies in reading, arithmetic, language and other basic skill areas through Direct Instruction curriculum and teaching methodology.
- w To set high expectations, provide individualized monitoring and offer a strong academic foundation that assists students in attaining ambitious goals for achievement.
- w To ensure that all students are permitted to succeed. To provide students who are performing below target with instruction that ensures they fill any learning gaps quickly and then accelerate. To also provide for advanced students.
- w To provide students with the skills necessary to reason, communicate and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order and respect.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	887
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	200

<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**

- 4 School Administrator(s)
- 0 Non-certified Employee(s)
- 8 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Budget Oversight
- w Purchasing Processes
- w Student Performance Oversight
- w School Accountability

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	4.00	Teacher	43.00
Other Professional Staff	7.00	Teacher Aide	19.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	3
4 to 6 years	14	0	0	0
7 to 9 years	1	1	0	0
10 or more years	0	5	0	0

∨ **Shared Responsibilities** ∨

**School**

Phoenix Advantage Charter School maintains an open door policy, and parents are encouraged to visit their children's classrooms anytime to see them in action. Informal conferences or conversations may be scheduled at any time throughout the year. Parents will receive monthly newsletters and weekly bulletins. Further, two formal Parent conferences are scheduled throughout the year.

**Parents**

Parents are responsible for making sure their children attend school regularly, on time and dressed in proper uniform. Occasionally, parents may be needed to serve as chaperones on class field trips and help participate in fundraising activities. We welcome parents each month to a special event. Parents are invited to attend a pancake breakfast each October. November parents are invited to a spaghetti luncheon. January is Pot Luck dinner month. Parent involvement is crucial.

∨ **Transportation Policy** ∨

The school provides a minimum amount of busing transportation to returning students. If space becomes available, new students may be admitted on to the bus through a waiting list.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	200	<b>First Day of School:</b>	8/14/02
<b>Average Daily Instruction Time:</b>	7 hrs. 30 min.	<b>Last Day of School:</b>	6/20/03

**Operates on Extended Schedule**

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#### Report Card Release Dates

10/10/02	1/28/03	5/13/03	6/20/03
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### Additional Calendar/Report Card Information

Program elements to ensure student success: Direct Instruction in all academic areas with continuous assessment; Code of Civility - Behavior Management; ongoing professional development; progress reports submitted four times per year; longer school day and longer school year.

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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 - Yes      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 Computer Lab  
W Drama

W Art & Music Studios  
W Library/Media Center

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#### Extracurricular Activities

W Student Council  
W Before/After School Day Care  
W Extended-day Kindergarten  
W Boy Scouts/Girl Scouts

W Basketball/Soccer/Baseball Sports Clubs  
W Afterschool Dance Classes  
W School Dances  
W Dance Troupe/Drama

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#### School/Community Resources

W Parent/Teacher Organization  
W Arizona Diamondbacks Partnership

W Phoenix Suns Partnership  
W Arizona Search Dogs

## ∨ 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 The school implemented successfully its full curriculum and provided a safe environment that included character education, a uniform policy and zero-tolerance for drugs and violence. Broad academic goals were achieved in all grades.</p> | <p>W Students benefited from clear academic standards. Student progress was accurately monitored and assessed. Monthly progress reports recorded individual strengths, successes, areas for improvement and were sent home to parents.</p>                 |
| <p>W Teacher mastery and implementation of Direct Instruction ensured ambitious, attainable benchmarks for student success. Expert curriculum specialists oversaw intensive professional development in August and one day every month.</p>       | <p>W Placement of returning and new students in small groupings based on competency provided for individual advancement. Students who excelled took on an accelerated curriculum; students who performed below target received additional instruction.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	29.5 %	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	11.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
Attendance Awards/Recognition	2002
High-Five Behavior Awards	2002
Presidential Awards for Achievement	2002
Presidential Awards for Improvement	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>58</b>	<b>510</b>	<b>17%</b>	<b>12%</b>	<b>53%</b>	<b>17%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>55</b>	<b>538</b>	<b>20%</b>	<b>0%</b>	<b>65%</b>	<b>15%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>57</b>	<b>495</b>	<b>21%</b>	<b>26%</b>	<b>40%</b>	<b>12%</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>68</b>	<b>493</b>	<b>35%</b>	<b>25%</b>	<b>35%</b>	<b>4%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>68</b>	<b>486</b>	<b>28%</b>	<b>43%</b>	<b>21%</b>	<b>9%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>68</b>	<b>458</b>	<b>29%</b>	<b>46%</b>	<b>16%</b>	<b>9%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>36</b>	<b>468</b>	<b>56%</b>	<b>25%</b>	<b>19%</b>	<b>0%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>37</b>	<b>468</b>	<b>38%</b>	<b>46%</b>	<b>16%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>37</b>	<b>417</b>	<b>76%</b>	<b>16%</b>	<b>8%</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	--	--	--	--	--	--	--	--	--	93	39	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	78	37	53	51	48	57
	Language	--	--	--	--	--	40	--	--	43	88	19	44	66	28	48
	Mathematics	--	--	--	--	--	51	--	--	55	91	22	57	66	24	61
3	Reading	--	--	47	--	--	47	--	--	48	93	29	50	49	47	50
	Language	--	--	49	--	--	51	--	--	54	92	39	56	50	55	57
	Mathematics	--	--	46	--	--	49	--	--	52	92	27	54	50	49	56
4	Reading	--	--	53	--	--	54	--	--	54	85	27	55	75	38	55
	Language	--	--	47	--	--	49	--	--	48	87	32	50	79	43	50
	Mathematics	--	--	51	--	--	54	--	--	55	85	27	57	79	38	58
5	Reading	--	--	51	--	--	51	--	--	51	92	25	51	76	37	53
	Language	--	--	42	--	--	44	--	--	45	93	29	45	78	29	47
	Mathematics	--	--	51	--	--	54	--	--	55	96	30	57	78	38	59
6	Reading	--	--	53	--	--	54	--	--	53	62	32	54	96	33	56
	Language	--	--	41	--	--	44	--	--	44	65	17	45	96	27	47
	Mathematics	--	--	57	--	--	59	--	--	60	65	27	63	96	39	65
7	Reading	--	--	52	--	--	53	--	--	52	79	26	53	79	31	55
	Language	--	--	52	--	--	54	--	--	54	81	33	55	81	31	58
	Mathematics	--	--	53	--	--	55	--	--	56	81	24	58	81	33	60
8	Reading	--	--	54	--	--	54	--	--	53	75	32	55	64	32	56
	Language	--	--	46	--	--	49	--	--	49	72	27	50	64	22	52
	Mathematics	--	--	52	--	--	54	--	--	56	75	29	58	64	29	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>64</b>	<b>73</b>
<b>Grades 3-4</b>	<b>77</b>	<b>82</b>
<b>Grades 4-5</b>	<b>82</b>	<b>76</b>
<b>Grades 5-6</b>	<b>92</b>	<b>86</b>
<b>Grades 6-7</b>	<b>80</b>	<b>90</b>
<b>Grades 7-8</b>	<b>95</b>	<b>86</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

PACS recognizes that effective instruction requires an orderly environment focused on learning. Schools have an important role to play in supporting parents' efforts to teach their children basic values. Our Code of Civility clearly defines expectations & school discipline policies, focusing on ten character virtues deemed keys of success for school and throughout life: Responsibility, perseverance, respect, kindness, truth, citizenship, courage, self-discipline, fairness and true friendship.

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).

2

**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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Sheri Kisselbach	(602) 263-8777	
<b>Transportation Policy</b>	Cindy LePert	(602) 263-8777	
<b>Community Resources</b>	Sheri Kisselbach	(602) 263-8777	
<b>School Nutrition Programs</b>	Cindy Lepert	(602) 263-8777	
<b>Parent Organization</b>	Mike Sanchez	(602) 263-8777	
<b>Student Health/Nurse</b>	Darlene Calendar	(602) 263-8777	7213

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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