

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile¹

Alternative School

Pre-K - 2

New School

The Village: H.S. for Pregnant & Parenting Teens

Phoenix Birthing Project dba The Village HS
301 W. Roosevelt, Phoenix, AZ 85003-1324

Superintendent: Ms. Linda S. Parson

Schedule: 7:00 AM to 4:00 PM

Web Address: www.phoenixbirthingproject.org

E-mail: lindap@phoenixbirthingproject.org

Grades: 9-12

2002 Enrollment: 100

Phone: (602) 258-6990 x 108

Fax: (602) 258-6980

∨ School Overview ∨

Mission

To provide comprehensive, individualized instruction; promote self-sufficiency; and eliminate barriers preventing pregnant and parenting high school students from staying in or returning to school. To ensure that rights afforded to pregnant and parenting students under the law translate into genuinely equal education opportunities in practice, as well as in principle. At the Village, we believe that becoming a parent will not inevitably spoil one's educational and vocational success.

Organization and Philosophy

- w Multiage classrooms
- w Team Teaching
- w Back-to-Basics
- w Charter School

Instructional Programs

- w Computer-based Integrated Learning
- w Self-paced Individualized Instruction
- w Dual Credit
- w Multimedia (Video/Print/Web-design)
- w School-to-Work
- w Alternative Education
- w Internet Based Curriculum
- w Career Development

School/Academic Goals

- w Village High School students will understand and apply technological resources through the integration of technology into teaching and learning activities. Village staff will also become more proficient in technological advances.
- w Remedial reading will be offered to students in need. Academic growth will be shown in Village students' reading fluency and comprehension skills. English Language Learners will become more proficient in the English language.
- w Village High School students will improve academic achievement in their core subjects by one grade level. Standardized test scores will also show marked improvement with all Village students attending a study skills class.
- w Provide students with life skills and resources necessary to make appropriate decisions regarding real-life decisions. Students will also earn a high school diploma with the skills to become productive members of society.

Enrollment

October 1, 2001 School Year Student Enrollment:	144
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	114

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

- w Planning Programs and Curriculum
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	4.00
Other Professional Staff	4.00	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	1	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

∨ **Shared Responsibilities** ∨

School

Teachers contact parents at least once a month to ensure open communication. Open house/parent conferences are provided every nine weeks. Parent/student communication distributed regularly. The school adheres to a safe school environment.

Parents

Parents are to attend at least one parent orientation. Parents are to support and reinforce the policies and procedures of the school. Parents are to ensure that their child is punctual and attends school regularly. A time should be established and place for homework and review homework daily. Parents of homebound students (high-risk pregnancy, postpartum issues or sick infant) must come to enroll their student in the Home School program and are responsible for loaned laptop computers.

∨ **Transportation Policy** ∨

The Village is located in downtown central Phoenix. Students reside in all areas of the Phoenix metropolitan area. Free bus tokens are provided to students upon request. Parents/guardians are reimbursed .25 per mile for transporting their student to school round-trip or one-way. However, parents/guardians will not be reimbursed for any day the student is late.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/19/02
Average Daily Instruction Time: 5 hrs. 0 min. **Last Day of School:** 5/30/03
Operates on Traditional Schedule

Report Card Release Dates

10/9/02 12/6/02 4/16/03 5/10/03

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 Infant/Toddler Child Care Center On-site
- W Private Room for Sick Babies
- W Computer Labs
- W Resource Room

Extracurricular Activities

- W Multimedia Class
- W Student Council
- W Family Literacy
- W Career Development

School/Community Resources

- W Counseling Services
- W Clothing/Food Banks
- W Prenatal/Parenting Assistance
- W Day Care
- W Crisis Intervention
- W Child Abuse Prevention

∇ 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

- W Students improved on an average of at least one grade level in all academic courses.
- W Baseline data was collected within the first two weeks of school, using the PLATO, FASTRACK and ASSESSMENT as a pre-test in reading, math and English and then retaken at the end of the school year as a post-test in the same subject.
- W Utilized a standardized grid that incorporates STATE STANDARDS and PROFICIENCY with the school goals and objective. This system gave teachers an overview of all skills mastered at the 80th percentile and where additional work is required.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	75.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	27.7 %	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	12.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	89.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	10.7 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	54.8 %			9.5 %
Status Unknown ⁹	49.8 %			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
Delta Sigma Theta Sorority Service Award	2001
100 Black Men - Community Service Organization Award	2001
AKA Sorority - Community Service Award	2000
Outstanding Project of the Year-City of Phoenix	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 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	20	456	65%	30%	5%	0%
	State	49803	512	15%	23%	48%	14%
Writing	School	17	440	41%	47%	12%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	20	436	100%	0%	0%	0%
	State	50429	480	48%	19%	22%	10%

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												
9	Reading	--	21	44	39	20	43	60	20	43	100	15	43	56	2	43
	Language	--	17	39	40	15	39	55	17	40	100	12	41	44	3	42
	Mathematics	--	22	57	42	21	57	66	26	59	100	28	61	56	13	62
10	Reading	--	16	42	49	24	42	30	14	42	--	--	--	--	--	--
	Language	--	15	43	49	29	44	34	22	44	--	--	--	--	--	--
	Mathematics	--	19	47	47	30	49	36	21	50	--	--	--	--	--	--
11	Reading	--	16	46	71	20	44	53	21	45	--	--	--	--	--	--
	Language	--	20	43	65	29	42	47	20	44	--	--	--	--	--	--
	Mathematics	--	18	51	61	17	52	53	17	55	--	--	--	--	--	--

∨ 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;
therefore, no data to report.**

∨ 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 Village High School promotes a safe and orderly climate by establishing expected rules of conduct on the first day of school. Each student and parent must sign that they have read and understand the Student Handbook. The tone of expected behavior is reinforced at monthly assemblies. We have a very calm and peaceful 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)

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	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	Leslie Adkins	(602) 258-6990	109
Transportation Policy	Zakiyyah Muhammad	(480) 258-6990	101
Community Resources	Candy Carter	(602) 258-6990	104
School Nutrition Programs	NDS		
Parent Organization	Divine Muhammad	(602) 258-6990	103
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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