

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Teen Choice Leadership Academy

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

Black Family & Child Services, Inc.
1522 E. Southern Avenue, Phoenix, AZ 85040-3543

Principal: Ms. Martha Sue Childress-Callaway
Schedule: 8:00 AM to 5:00 PM
Web Address: Unpublished or Unavailable
E-mail: msccallaway@yahoo.com

Grades: K-8
2002 Enrollment: 224
Phone: (602) 243-1773 x 10
Fax: (602) 276-1984

∨ School Overview ∨

Mission

Teen Choice Leadership Academy is committed to improving the quality of life for Arizona youth by providing them with educational opportunities that focus primarily on increasing their academic achievement, building their self-esteem and character and fostering their emotional and behavioral well-being. Teen Choice Leadership Academy uses a comprehensive, holistic, systematic approach to education.

Organization and Philosophy

- w Charter School
- w Traditional

School/Academic Goals

- w Committed to improving quality of life for Arizona youth by providing them with educational opportunities that focus on increasing their academic achievement, building self-esteem and character & fostering their emotional & behavioral well-being.
- w Uses a comprehensive, holistic, systematic approach to education to increase student achievement. This approach is inclusive of School, Family & Community & provides opportunities for youth that contribute significantly to their academic achievement.
- w Enable youth to develop positive aspirations & motivation; acquire the skills & knowledge to become productive, self-sufficient adults. Act as an advocate for children & families so their needs & hopes are heard & understood by the larger community.
- w Take a leadership role in working toward solutions for social, economic and educational problems that threaten the well-being of children and youth.

Instructional Programs

- w Strong, Basic Academics
- w Performing Arts
- w Phonetic Reading Program
- w Social and Behavioral Health Services

Enrollment

October 1, 2001 School Year Student Enrollment:	195
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	184

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	5.00	Teacher	12.00
Other Professional Staff	3.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

TCLA is pledged to provide a wide variety of educational opportunities that are consistent with students' learning styles; social and behavioral health services that will enable students to cope with problems that interfere with educational progress and achievement, and provide families with intervention programs that address specific critical needs so that the family role in our partnership is not compromised.

Parents

Parents of TCLA students are expected to provide support for their children and encourage them in their daily attendance. Parents are encouraged to join the Parent Partners Association and support its activities that relate to TCLA. Parents are also expected to volunteer for various school activities, both in the classroom and extracurricular.

∨ **Transportation Policy** ∨

Students at TCLA are transported by school bus in the mornings and returned each afternoon after school. Currently students are picked up within the boundaries of 83rd Avenue on the west, 36th Street on the east, Camelback Road on the north and South Mountain Road on the south. The buses are inspected by the state on a yearly basis and maintained, as needed, to ensure that all passengers are safe at all times. The drivers are appropriately licensed and insured.

∨ **Calendar Information** ∨

Number of Instruction Days: 176 **First Day of School:** 8/19/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/24/02 3/13/03 5/22/03

Additional Calendar/Report Card Information

Student Progress Reports for the 2002-03 School Year are as follows: September 19, 2002; December 5, 2002; February 6, 2003; April 17, 2003.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes 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 Music Room
- W Science Lab
- W Full-service Cafeteria

Extracurricular Activities

- W Reading and Creative Writing
- W Yearbook
- W Student Leadership Team
- W International Student Exchange Program

School/Community Resources

- W Afterschool Program
- W Crisis Intervention
- W Clothing/Food Banks
- W Health Links
- W Counseling Services
- W Science/Technology Workshops
- W Recreational Activities
- W Saturday School & Mentoring

∨ 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 Now in its fifth year, the Spalding Reading Method continues to enhance the reading levels of all students in grades K-8.</p> | <p>W Our Afterschool Program includes tutorial assistance and has improved the grades of those students who participate. Mentoring, Life Skills, Performing Arts, and violence and substance abuse prevention programs are also offered.</p> |
| <p>W On-Track Program, begun in 2001. Alpha Kappa Alpha Sorority is providing on-site mentoring and social skills development for students, on a weekly basis.</p> | <p>W The Phoenix Chapter of the National Association of Black Engineers are participating for their fifth year in our Saturday School Program. They offer workshops in science and technology, reading and mathematics.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	98.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	30.0 %	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	0.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.2 %	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
Students Participated in ASU Camp Broadway	2000
Executive Director was Athena Award Runner-up	2000
8th Grade Students' Poetry Published in The Red Dot	2002
Executive Director Received MLK Living the Dream Award	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	**	**	**	**	**	**
	School State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	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	13	467	69%	15%	15%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	11	448	64%	27%	0%	9%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	11	420	45%	55%	0%	0%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	15	483	47%	40%	13%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	14	469	21%	79%	0%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	17	399	94%	6%	0%	0%
	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	--	--	--	--	--	--	--	--	--	77	58	60	--	--	--
2	Reading	--	--	--	93	18	50	70	26	52	58	20	53	65	15	57
	Language	--	--	--	100	12	40	32	**	43	66	13	44	87	11	48
	Mathematics	--	--	--	100	14	51	100	32	55	66	33	57	83	12	61
3	Reading	85	18	47	69	19	47	100	14	48	80	17	50	60	20	50
	Language	96	41	49	69	26	51	95	18	54	80	31	56	73	40	57
	Mathematics	93	20	46	69	37	49	100	28	52	95	38	54	67	22	56
4	Reading	93	33	53	64	31	54	94	23	54	65	39	55	43	38	55
	Language	87	36	47	64	31	49	94	20	48	75	26	50	52	38	50
	Mathematics	93	32	51	64	30	54	94	23	55	70	29	57	52	36	58
5	Reading	96	39	51	74	30	51	99	19	51	63	25	51	61	18	53
	Language	91	24	42	84	24	44	88	23	45	73	21	45	72	20	47
	Mathematics	96	29	51	84	21	54	93	20	55	73	19	57	78	14	59
6	Reading	67	26	53	57	30	54	98	23	53	66	24	54	64	22	56
	Language	81	23	41	64	21	44	98	17	44	66	27	45	64	22	47
	Mathematics	76	28	57	64	19	59	98	26	60	72	19	63	64	26	65
7	Reading	75	13	52	71	24	53	64	20	52	76	19	53	57	47	55
	Language	70	12	52	75	22	54	64	14	54	70	24	55	57	38	58
	Mathematics	70	13	53	75	24	55	64	18	56	82	19	58	62	26	60
8	Reading	96	27	54	100	26	54	100	25	53	100	26	55	65	47	56
	Language	96	24	46	100	16	49	100	20	49	100	22	50	61	30	52
	Mathematics	89	24	52	100	18	54	100	23	56	100	18	58	70	36	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	*	*
Grades 3-4	*	60
Grades 4-5	*	*
Grades 5-6	80	91
Grades 6-7	82	36
Grades 7-8	100	100

*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

Teen Choice Leadership Academy has Prevention and Life Skills classes for all students in grades Kindergarten through eight. Teen Choice Leadership Academy also has an Afterschool Program which is open to students Monday through Friday, 3:30 to 6:00 P.M.

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	NDS		
Transportation Policy	Bob Boyd	(602) 243-1773	38
Community Resources	Tim Martinson	(602) 243-1773	41
School Nutrition Programs	Bob Boyd	(602) 243-1773	38
Parent Organization	Martha Childress-Callaway	(602) 243-1773	18
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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