

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Future Development Education &
Performing Arts Academy

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

Future Development Education & Performing Arts Academy
1522 E. Southern Avenue, Phoenix, AZ 85040

Principal: Miss Carmen M. Gulley
Schedule: 7:30 AM to 4:30 PM
Web Address: greatschools.net
E-mail: fdeducation@quest.net

Grades: K-8
2002 Enrollment: 180
Phone: (602) 276-1223
Fax: (602) 276-1712

∨ School Overview ∨

Mission

We are determined to successfully provide the educational needs of our children, using performing arts (dance, music, drama, physical wellness, etc.) as a medium to establish and maintain the highest educational standards, while enhancing the development of all academic skills and talents. The Academy's main thrust is to provide a creative educational opportunity to increase academic and artistic achievement through a traditional educational setting in a clean, safe and healthy environment.

Organization and Philosophy

- w Traditional Back-to-Basics
- w Multiage & Ability Groupings
- w K-5 Self-contained/6-8 Departmentalized
- w K-8 Dance/Vocal/PE/Art/Health

Instructional Programs

- w Accelerated/Gifted--Activities/Projects
- w 8:00-2:30 Kindergarten Through 8th Grade
- w On-site Special Education & 504 Needs
- w Schoolwide Individualized Learning Plans
- w Schoolwide Pre- and Post-Assessments
- w Stanford 9 Achievement Testing/AIMS
- w Afterschool Programs/Sports/Dance/Scouts
- w Instrumental/Vocal/Dance/PE/Drama/Art

School/Academic Goals

- w To improve achievement levels by an average of one NCE each school year for students in grades 1-8 in the basic skill areas of reading, language arts and mathematics as measured by the Stanford 9 Achievement Test.
- w To continue to enhance the curriculum through the infusion of multicultural materials that encourage the appreciation of societal diversity and are reflective of the student population.
- w To improve the opportunities of educationally deprived children in grades K-8, through direct instruction in heterogeneously grouped classrooms, with teacher/student ratios of no more than 22:1 in grades K-2 and 25:1 in grades 3-8.
- w To maintain that learning is maximized with student involvement in the learning process through activities and resources that stimulate student creativity and challenge students' higher-level thinking and decision-making skills.

Enrollment

October 1, 2001 School Year Student Enrollment:	NDS
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	210

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 3 Parent(s)
- 3 Community Member(s)
- 5 Student(s)

Council Duties

- w Budget Materials/Textbook Adoption
- w Student Assistance Team/Special Needs
- w Student Discipline/Special Programs
- w Promotion/Retention/Special Needs
- w Curriculum Development/Inst. Strategies
- w Role Model/Inspirational Forum/Uniform

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	13.00
Other Professional Staff	8.00	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	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	3	0	0	0
10 or more years	6	4	0	3

∨ **Shared Responsibilities** ∨

School

Parents are guaranteed a safe, nurturing environment with high academic standards and sincere, caring staff members who view each student as a special person. Parents can expect The Academy to meet the diverse cultural, academic, creative, economic, physical and emotional needs of the children of our community. The Academy will work as partners with parents to ensure the students become well-adjusted, productive and healthy citizens.

Parents

Parent involvement is a key factor in our success. Parents are expected to attend orientations, meetings, conferences. Parents are expected to read and follow The Academy Handbook and support the philosophy, goals and policies. Parents are asked to volunteer at least 20 hours of service a year (direct or indirect). Parents are also asked to purchase the official uniform and ensure their child's daily attendance. We encourage parents to participate in our monthly Parent Power (PTO) meetings.

∨ **Transportation Policy** ∨

The Academy owns five school buses which are used to transport at least 87% of the student population. The buses travel by northbound (19th Avenue and Monroe), southbound (Southern and 19th Avenue), eastbound (48th Street and Baseline) and westbound (83rd Avenue and Glendale). Pick-ups are generally within a half-block from the home; Kindergartners and single pickups are generally picked up at the student's front door.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 5/20/03
Operates on Traditional Schedule

Report Card Release Dates

10/25/02 12/20/02 3/7/03 5/20/03

Additional Calendar/Report Card Information

Progress reports are also issued three weeks prior to every report card. All fifth through eighth grade students take home a weekly conduct card at the end of each week. This is in addition to the traditional report card schedule.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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/Classroom Computers | W Professional Dance Studio/Music Room |
| W Performing Arts Multipurpose Room | W Grass/Playground Field/Playground |

Extracurricular Activities

- | | |
|-------------------------------------|------------------------------------|
| W Girls/Boys Basketball League | W Girls/Boys Track & Field League |
| W Afterschool Kids Club/Girl Scouts | W Dance Ensemble/Programs |
| W Vocal Choral Group/Programs | W Student Council Program |
| W Accelerated Learners Program | W Academy Award Store/Reward Store |

School/Community Resources

- | | |
|---|---------------------------------------|
| W DES Services/Adjacent to The Academy | W Afterschool Transportation Program |
| W Job Placement Services (Adults/Youth) | W Counseling/Speech/Spec. Ed Services |
| W Community Center/Recreation Center | W DARE/Urban Survival Program |
| W Youth Summer Job Placement Services | W Extended Year Services |

∨ 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 Academy has included pre- and post-assessments to track students as they enter The Academy and to monitor growth in the areas of reading, language and math. Portfolios are kept on each student along with individual achievement plans.</p> <p>w The Academy created combination classes along with a transitional first grade class to accommodate multiage group setting to promote student success with a ratio of no more than 25:1, for grades 3-8 and 22:1 for grades K-2.</p> | <p>w The Academy has adopted an integrated language arts program for students which includes literature based/literature-supported reading instruction and the writing process which are culturally sensitive to the student population. Spalding is also used.</p> <p>w The Academy has many programs created to ensure student creativity and higher-level thinking skills, such as Student Council, Accelerated Learners Program, Afterschool Kids Club, DARE and the Urban Survival Program.</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	0.0 %	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	0.0 %	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
Silver Apple Award-TV 3	1999
Crystal Apple Award-Phx. Fire Department	2002
Boys/Girls Basketball - Placed in Finals	2002
Boys/Girls Track & Field - Nationals	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	17	489	29%	41%	18%	12%
	School State	58840	524	9%	17%	45%	29%
Writing	School	16	478	50%	19%	31%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	17	447	47%	47%	6%	0%
	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	15	484	53%	47%	0%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	15	460	33%	53%	13%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	15	432	60%	40%	0%	0%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	30	440	67%	13%	20%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	22	452	50%	45%	5%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	31	400	97%	0%	3%	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	--	--	--	--	--	--	--	--	--	88	41	60	--	--	--
2	Reading	--	--	--	87	20	50	100	30	52	86	31	53	--	--	57
	Language	--	--	--	97	12	40	100	15	43	100	21	44	--	--	48
	Mathematics	--	--	--	100	10	51	100	17	55	96	37	57	--	--	61
3	Reading	100	18	47	79	21	47	89	25	48	100	14	50	--	--	50
	Language	100	16	49	82	18	51	100	22	54	100	17	56	--	--	57
	Mathematics	100	20	46	85	14	49	96	32	52	100	13	54	--	--	56
4	Reading	100	15	53	86	23	54	80	29	54	71	28	55	--	--	55
	Language	100	14	47	94	27	49	80	28	48	81	34	50	--	--	50
	Mathematics	100	14	51	94	31	54	80	29	55	81	31	57	--	--	58
5	Reading	82	23	51	92	20	51	86	26	51	95	21	51	--	--	53
	Language	82	11	42	92	9	44	86	14	45	100	23	45	--	--	47
	Mathematics	76	14	51	92	12	54	86	26	55	100	16	57	--	--	59
6	Reading	100	19	53	92	17	54	100	19	53	88	33	54	--	--	56
	Language	100	15	41	92	11	44	100	8	44	88	26	45	--	--	47
	Mathematics	100	20	57	92	16	59	100	19	60	88	27	63	--	--	65
7	Reading	100	25	52	76	28	53	88	9	52	95	22	53	--	--	55
	Language	100	22	52	80	26	54	93	11	54	100	19	55	--	--	58
	Mathematics	100	17	53	80	20	55	93	11	56	95	17	58	--	--	60
8	Reading	100	33	54	96	23	54	96	26	53	87	28	55	--	--	56
	Language	100	23	46	100	17	49	100	19	49	87	8	50	--	--	52
	Mathematics	100	22	52	100	17	54	100	24	56	87	17	58	--	--	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	**	**
Grades 4-5	**	**
Grades 5-6	**	**
Grades 6-7	**	**
Grades 7-8	**	**

*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

The Academy has a no hit policy which discourages students from using physical aggression to solve conflicts. Our staff is trained to resolve issues on the spot and to be aggressive and alert enough to foresee problems before they erupt. All staff members are CPR and First Aid certified. We are working closely with the Phoenix Fire and Police Departments to make sure we are in compliance with the safety guidelines for the state. Counselors are available to work with students as needed.

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

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	Carmen Gulley	(602) 276-1223	
Transportation Policy	Winston Tease, Jr.	(602) 276-1223	
Community Resources	G. Freeman/F. Allen/H. White	(602) 276-1223	
School Nutrition Programs	J. Barrs/T. Ruiz	(602) 276-1223	
Parent Organization	M. Gay/P. Bratton	(602) 276-1223	
Student Health/Nurse	R. Mills/T. Ruiz	(602) 276-1223	

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."