

# ARIZONA SCHOOL REPORT CARD 2002-03

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

Montessori Day Public Schools Chartered -  
Mountainside

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

Montessori Day Public Schools Chartered, Inc.  
9215 N. 14th Street, Phoenix, AZ 85020

**Principal:** Ms. Patricia Freeman

**Schedule:** 8:00 AM to 4:30 PM

**Web Address:** [montessoridayschools.org](http://montessoridayschools.org)

**E-mail:** [pfreeman@mdpsc.org](mailto:pfreeman@mdpsc.org)

**Grades:** Pre-K-8

**2002 Enrollment:** 244

**Phone:** (602) 943-7672

**Fax:** (602) 395-0271

## ∨ School Overview ∨

### Mission

MDPS is committed to the development of the whole child by implementing curriculum and methodology based on the Montessori philosophy of education and human development. Recognizing the primary role of the family in children's lives, we seek to form a partnership with families that will enhance our students' educational experience, developing lifelong learners who, as adults, will be responsible, joyful, creative, self-actualizing individuals who make a positive contribution to life.

### Organization and Philosophy

- w Montessori Philosophy & Methodology
- w Charter School (K-8)
- w Private Preschool (18 mos-5 yrs)
- w Parent Participation

### Instructional Programs

- w Integrated developmental curriculum
- w Individualized, self-paced instruction
- w Manipulatives-rich learning environments
- w Hands-on learning
- w Peer teaching
- w Cooperative learning
- w Technology-integrated learning
- w Full-day Kindergarten

### School/Academic Goals

- w To foster a lifelong love of learning thru teaching, across the curriculum, which demonstrates the interconnection of all life; and to foster the individual's understanding of his/her role within the whole, thru development of individual potential.
- w To structure hands-on learning environments which, while making the match w/students' needs and interests, foster student-initiated inquiry/research and projects which develop understanding and appreciation of the world beyond the classroom.
- w To support each student - thru individualized instruction based on observation and understanding of learning styles and abilities-to become an independent, responsible, self-disciplined & self-motivated learner who works to potential and loves it!
- w To engage families in the education of their children thru-but not limited to-dialog, education in child development and Montessori/school practice, ongoing communication, community events, joint planning to address evolving needs/circumstances.

### Enrollment

October 1, 2001 School Year Student Enrollment:	231
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	239

<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**

- 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	2.50	Teacher	14.00
Other Professional Staff	2.50	Teacher Aide	10.00

**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	2
4 to 6 years	3	0	0	3
7 to 9 years	3	0	0	4
10 or more years	4	3	0	6

∨ **Shared Responsibilities** ∨

**School**

MDPS assures parents of a safe, nurturing learning environment, rich in Montessori materials, structured by a seasoned staff trained in the principles and methodology of Dr. Maria Montessori. Instruction is individualized; students' progress is tracked and communicated through learning contracts, portfolios, recorded observations, Parent-Teacher conferences, and mastery and standardized test results. Community meetings, parent ed classes and family events are important annual activities.

**Parents**

Parents are responsible for transporting their children; regular attendance; timely arrival and pick-up; providing proper clothing, nourishment, personal supplies. Parent participation is required, at minimum, through support of school policies and staff recommendations, participation in conferences, classroom observations. Further involvement: parent ed classes, Community Organization meetings and projects, community events, other community activities. More specifics in the Parent Handbook.

∨ **Transportation Policy** ∨

The student/s' parent/s or legal guardian/s assume/s full responsibility for the manner, safety and protection of the student/s in traveling to and from school. MDPS will help facilitate car pooling, use of public transportation, or other arrangements.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 182                      **First Day of School:** 8/19/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 6/6/03  
**Operates on Extended Schedule**

**Report Card Release Dates**

10/25/02                      3/7/03                      6/6/03

**Additional Calendar/Report Card Information**

Parents receive written and oral reports at Parent-Teacher conferences scheduled twice yearly. Additional conferences may be held at either parent or teacher request, depending on student need. Reports include student portfolios, standardized test results when available, and other data collected. A standardized written record documenting student work for the year is made available in June. These reports document a student's individual progress and do not assign letter grades until Middle School.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

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

Breakfast - No                      Lunch - No                      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.

**Special Facilities**

- W In-classroom internet access (Gr. K-6)
- W Performing Arts Building
- W Computer Lab (Middle School)
- W Multiple sports/activity fields

**Extracurricular Activities**

- W Summer Adventure Program
- W Homework & Reading Clubs
- W Dance Classes
- W Guitar & Keyboard Classes
- W Intramural & League Sports
- W School Musical Club
- W Karate Classes
- W Variety of other classes & clubs

**School/Community Resources**

- W Day Care
- W Parent Education Classes
- W Parenting Assistance
- W Community Events/Recreational Activities
- W After School Programs
- W DES Services
- W Enrichment Classes

## ∨ 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 First all-school musical presented (Life is a Cycle on the Planet Earth), as staff/student/parent project, utilizing newly-completed light and sound equipment installed in Performing Arts Building.</p>  | <p>w MDPS Middle School grad who received Orme (private high school) scholarship graduated as valedictorian from Orme receiving highest honors/awards in all areas.</p> |
| <p>w With sound management, creative purchasing, community fundraising, we reached many goals on many fronts; e.g., cushioned safety flooring installed in gym; 20 staff participated in nat'l Montessori conference; new Middle School property purchased.</p> | <p>w MDPS established Independent Sports League through initiative of ex-pro ball player staff member/sports coordinator.</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>	6.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	95.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	4.6 %	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
Finalist in State Geography Bee	2002
State finalists in Hershey Track Meet	2002
13th of 800 in state Stock Market Game (formerly 2nd)	2001
2nd winner of Flinn Foundation 4-yr college Scholarship	2000

## ∨ 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>29</b>	<b>544</b>	<b>3%</b>	<b>14%</b>	<b>41%</b>	<b>41%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>29</b>	<b>545</b>	<b>3%</b>	<b>7%</b>	<b>69%</b>	<b>21%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>29</b>	<b>524</b>	<b>7%</b>	<b>28%</b>	<b>34%</b>	<b>31%</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>20</b>	<b>508</b>	<b>10%</b>	<b>15%</b>	<b>55%</b>	<b>20%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>20</b>	<b>518</b>	<b>10%</b>	<b>25%</b>	<b>40%</b>	<b>25%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>20</b>	<b>492</b>	<b>10%</b>	<b>40%</b>	<b>20%</b>	<b>30%</b>
	State	61760	494	14%	40%	12%	34%

**Grade 8**

<b>Reading</b>	<b>School</b>	<b>13</b>	<b>516</b>	<b>8%</b>	<b>8%</b>	<b>69%</b>	<b>15%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>13</b>	<b>515</b>	<b>0%</b>	<b>31%</b>	<b>69%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>13</b>	<b>489</b>	<b>8%</b>	<b>62%</b>	<b>23%</b>	<b>8%</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	--	--	--	--	--	--	--	--	--	81	69	60	--	--	--
2	Reading	--	--	--	88	58	50	89	53	52	76	60	53	84	68	57
	Language	--	--	--	91	37	40	94	44	43	74	53	44	91	39	48
	Mathematics	--	--	--	88	40	51	97	45	55	76	49	57	93	51	61
3	Reading	--	54	47	95	59	47	87	61	48	90	59	50	84	59	50
	Language	--	48	49	100	58	51	87	65	54	93	60	56	94	46	57
	Mathematics	--	31	46	100	43	49	87	56	52	93	45	54	94	51	56
4	Reading	--	56	53	45	82	54	88	63	54	78	81	55	92	74	55
	Language	--	41	47	45	59	49	93	52	48	86	69	50	92	64	50
	Mathematics	--	39	51	45	58	54	93	55	55	82	66	57	92	74	58
5	Reading	--	71	51	29	62	51	100	74	51	72	68	51	100	76	53
	Language	--	36	42	29	52	44	100	53	45	83	52	45	100	56	47
	Mathematics	--	38	51	29	46	54	100	63	55	83	67	57	100	74	59
6	Reading	--	83	53	25	**	54	98	62	53	94	84	54	83	57	56
	Language	--	56	41	25	**	44	98	52	44	100	61	45	83	41	47
	Mathematics	--	63	57	25	**	59	98	69	60	100	78	63	83	80	65
7	Reading	--	66	52	62	63	53	81	42	52	70	59	53	91	61	55
	Language	--	71	52	62	57	54	81	34	54	70	80	55	91	67	58
	Mathematics	--	73	53	62	71	55	81	50	56	70	78	58	91	73	60
8	Reading	--	--	54	67	**	54	98	49	53	70	35	55	100	61	56
	Language	--	--	46	67	**	49	98	34	49	70	38	50	100	64	52
	Mathematics	--	--	52	67	**	54	98	57	56	70	34	58	100	78	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>57</b>	<b>65</b>
<b>Grades 3-4</b>	<b>70</b>	<b>95</b>
<b>Grades 4-5</b>	<b>71</b>	<b>73</b>
<b>Grades 5-6</b>	<b>*</b>	<b>90</b>
<b>Grades 6-7</b>	<b>*</b>	<b>*</b>
<b>Grades 7-8</b>	<b>90</b>	<b>70</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**

Program of self-management, personal responsibility and self-discipline outlined in Parent Handbook. Individualized, as needed, thru parent/staff/student meetings, behavior contracts, logical and natural consequences. Character Counts program: exploration/practice of a positive trait (e.g., compassion) per week, by all community members (students, staff, families). Peer Problem Solving: techniques to help students resolve conflict and develop peaceful, positive negotiating and life skills.

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	\$1,774	\$420,771
Classroom Supplies	NDS	NDS
Administration	\$606	\$143,699
Support Services-Students	NDS	NDS
Other Support Services and Operations	\$1,865	\$442,339
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
<b>School Site Council</b>	NDS	
<b>Transportation Policy</b>	NDS	
<b>Community Resources</b>	Pat Freeman	(602) 943-7672
<b>School Nutrition Programs</b>	NDS	
<b>Parent Organization</b>	Monet Davis	(602) 943-7672
<b>Student Health/Nurse</b>	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/](http://www.ade.az.gov/srcs/) on the Internet.

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