

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Khalsa Montessori School

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

Khalsa Montessori Elementary Schools  
2536 N. 3rd Street, Phoenix, AZ 85004-1308

**Director:** Mr. Satwant Singh Khalsa  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [khalsamontessori@firstinter.net](mailto:khalsamontessori@firstinter.net)

**Grades:** K-8  
**2002 Enrollment:** 118  
**Phone:** (602) 252-3759  
**Fax:** (602) 252-5224

## ∨ School Overview ∨

### Mission

Khalsa integrates a challenging Montessori education and a caring, responsible community to provide for the academic, social, physical & emotional growth of students in central Phoenix. The school offers a holistic program to help children reach their highest potential within self-paced, multi-age classrooms. We offer each student appropriately high expectations and the tools to build mastery and confidence. Our student/family/school partnership lays a foundation for happiness & success in life.

### Organization and Philosophy

- w Charter School
- w Montessori Classrooms
- w Multi-age Classrooms
- w Holistic Education

### School/Academic Goals

- w Develop in each child the mastery of basic concepts and skills, the ability to solve problems utilizing critical thinking, the confidence to learn quickly and easily, and the propensity for effective application of knowledge in new situations.
- w Provide a variety of opportunities for artistic expression through visual arts, music, drama, dance, poetry and writing. These opportunities are offered as integrated elements of our Montessori environments as well as in extra-curricular classes.
- w Encourage physical fitness through cooperative games, outdoor play, and non-competitive activities like walking, swimming, gardening, & skating. Classes given in nutrition, drug abuse prevention, yoga & relaxation. Team sports are extra-curricular.
- w Support each child in developing habits of success, and a sense of personal meaning and responsibility for themselves, others and our school, national, and global community.

### Instructional Programs

- w Montessori Education K-8
- w Self-paced Instruction
- w Individual Reading Tutoring
- w Foreign Language Classes
- w Creative Arts; Social Development
- w Private Preschool and Full-day Kinder.
- w Summer School
- w Before/After School Care

### Enrollment

|  |     |
|--|-----|
| October 1, 2001 School Year Student Enrollment:                            | 116 |
| Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02:             | 105 |

<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**

2 School Administrator(s)  
 0 Non-certified Employee(s)  
 7 Teacher(s)  
 2 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

**Council Duties**

w Parent/Educator Relations  
 w Extracurricular Activities  
 w Curriculum Development  
 w School Safety  
 w Student Academic and Social Development

∨ **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 | 1.00   | Teacher Aide | 6.00   |

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

| Experience       | Degree     |          |           |       |
|------------------|------------|----------|-----------|-------|
|                  | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 3          | 1        | 0         | 2     |
| 4 to 6 years     | 0          | 0        | 0         | 0     |
| 7 to 9 years     | 0          | 0        | 0         | 0     |
| 10 or more years | 3          | 0        | 0         | 3     |

∨ **Shared Responsibilities** ∨

**School**

Khalsa provides a quality education in a caring & safe community that supports diversity, self-motivation, & high expectations. Montessori environments are designed to encourage self-respect, self-confidence, self-responsibility, and self-discipline. Students learn by means of developmentally appropriate hands-on materials, small group process, and meaningful community experience. A partnership between students, families and teachers facilitates clear communication and mutual responsibility.

**Parents**

Parents are expected to recognize their vital role in their child's education & to value academic learning, self-motivation, personal responsibility, & mutually respectful social behavior. Parents should understand school procedures, educational methods & philosophy; ensure regular & punctual school attendance; & provide transportation & lunch. Parents are asked to volunteer 20 hours per year in school activities, to pay supply & field trip fees & to support the student's completion of homework.

∨ **Transportation Policy** ∨

Khalsa relies on parents to transport their children to and from school. For parents unable to transport their children, we will facilitate car pooling, provide families with arrangements on public transportation, or make other arrangements. Khalsa will fully comply with ARS 15-816.01 and ARS 15-186(a).



## ∨ 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 On the 2002 Stanford 9 Test, class ranks averaged 84% in reading, 82.3% in language, and 84.6% in math. 5th &amp; 6th grades had the highest grade average scores in the state: 96% &amp; 90% in reading, 85% &amp; 90% in language, &amp; 95% &amp; 94% in math respectively.</p> <p>W Artistic expression was encouraged with extracurricular classes, school publications and holiday performances. 20 students were published in A Celebration of Young Poets. 4th/5th graders painting won the Phoenix Art Museum Off The Wall contest.</p> | <p>W On Khalsa 01-02 Parent Questionnaire, parents rated the school 9.5 out of 10 for Academic Curriculum, 9.14 for School/Parent Communication' and 9.4 for Overall Quality of Programs. 2,000+ hours of participation was logged by parents in 01-02.</p> <p>W On AIMS 2002, 100% of third and fifth graders met or exceeded the state standards in language and writing. Fifth graders averaged 61 points higher in math, 81 points higher in reading, and 88 points higher in writing than the state average.</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>                  | 15.2 % | 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 | 0.0 %  | 9.7 %   | 9.6 %  | 9.5 %  |
| <b>Promotion Rate</b> <sup>6</sup>                 | 94.7 % | 98.4 %  | 97.8 % | 94.8 % |
| <b>Retention Rate</b> <sup>7</sup>                 | 5.3 %  | 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 |
|---|------|
| Off The Wall Art Contest Winner - Phoenix Art Museum    | 2002 |
| Poetic Achievement Award - A Celebration of Young Poets | 2002 |
| Honor Roll:- Top 25 AZ School - Phoenix Magazine        | 2001 |
| Top 15 School-State Board Parent Survey                 | 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>14</b>     | <b>539</b> | <b>0%</b> | <b>0%</b>  | <b>57%</b> | <b>43%</b> |
|                    | School State   | 58840         | 524        | 9%        | 17%        | 45%        | 29%        |
| <b>Writing</b>     | <b>School</b>  | <b>14</b>     | <b>596</b> | <b>0%</b> | <b>0%</b>  | <b>50%</b> | <b>50%</b> |
|                    | State          | 57282         | 541        | 10%       | 12%        | 63%        | 16%        |
| <b>Mathematics</b> | <b>School</b>  | <b>14</b>     | <b>536</b> | <b>0%</b> | <b>21%</b> | <b>29%</b> | <b>50%</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>12</b> | <b>583</b> | <b>0%</b> | <b>0%</b> | <b>42%</b> | <b>58%</b> |
|                    | State         | 61305     | 505        | 21%       | 20%       | 43%        | 15%        |
| <b>Writing</b>     | <b>School</b> | <b>12</b> | <b>595</b> | <b>0%</b> | <b>0%</b> | <b>33%</b> | <b>67%</b> |
|                    | State         | 59599     | 512        | 17%       | 26%       | 42%        | 16%        |
| <b>Mathematics</b> | <b>School</b> | <b>12</b> | <b>551</b> | <b>0%</b> | <b>8%</b> | <b>17%</b> | <b>75%</b> |
|                    | State         | 61760     | 494        | 14%       | 40%       | 12%        | 34%        |

#### Grade 8

|                    |               |           |           |           |           |           |           |
|--------------------|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Reading</b>     | <b>School</b> | <b>**</b> | <b>**</b> | <b>**</b> | <b>**</b> | <b>**</b> | <b>**</b> |
|                    | State         | 57484     | 504       | 24%       | 20%       | 40%       | 16%       |
| <b>Writing</b>     | <b>School</b> | <b>**</b> | <b>**</b> | <b>**</b> | <b>**</b> | <b>**</b> | <b>**</b> |
|                    | State         | 55420     | 493       | 15%       | 42%       | 41%       | 2%        |
| <b>Mathematics</b> | <b>School</b> | <b>**</b> | <b>**</b> | <b>**</b> | <b>**</b> | <b>**</b> | <b>**</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      | --        | --    | -- | --        | --    | -- | --        | --    | -- | 88        | 87    | 60 | --        | --    | -- |
| 2     | Reading      | --        | --    | -- | 100       | 86    | 50 | 100       | 85    | 52 | 80        | 79    | 53 | 100       | 85    | 57 |
|       | Language     | --        | --    | -- | 100       | 85    | 40 | 100       | 75    | 43 | 93        | 68    | 44 | 100       | 74    | 48 |
|       | Mathematics  | --        | --    | -- | 100       | 75    | 51 | 100       | 67    | 55 | 93        | 68    | 57 | 100       | 69    | 61 |
| 3     | Reading      | 78        | 72    | 47 | 94        | 88    | 47 | 85        | 91    | 48 | 93        | 81    | 50 | 93        | 84    | 50 |
|       | Language     | 78        | 76    | 49 | 94        | 84    | 51 | 90        | 85    | 54 | 93        | 84    | 56 | 100       | 83    | 57 |
|       | Mathematics  | 78        | 60    | 46 | 94        | 83    | 49 | 90        | 81    | 52 | 93        | 76    | 54 | 100       | 67    | 56 |
| 4     | Reading      | 75        | 86    | 53 | 78        | 55    | 54 | 94        | 88    | 54 | 84        | 93    | 55 | 100       | 86    | 55 |
|       | Language     | 88        | 66    | 47 | 89        | 59    | 49 | 94        | 85    | 48 | 92        | 85    | 50 | 100       | 85    | 50 |
|       | Mathematics  | 88        | 71    | 51 | 78        | 63    | 54 | 94        | 89    | 55 | 92        | 92    | 57 | 100       | 88    | 58 |
| 5     | Reading      | 57        | **    | 51 | 89        | 79    | 51 | 100       | 76    | 51 | 93        | 91    | 51 | 92        | 96    | 53 |
|       | Language     | 57        | **    | 42 | 100       | 68    | 44 | 100       | 72    | 45 | 93        | 82    | 45 | 92        | 85    | 47 |
|       | Mathematics  | 57        | **    | 51 | 100       | 87    | 54 | 100       | 80    | 55 | 93        | 92    | 57 | 92        | 95    | 59 |
| 6     | Reading      | --        | --    | 53 | 100       | **    | 54 | 86        | 77    | 53 | 100       | --    | 54 | 100       | 90    | 56 |
|       | Language     | --        | --    | 41 | 100       | **    | 44 | 86        | 75    | 44 | 100       | --    | 45 | 100       | 90    | 47 |
|       | Mathematics  | --        | --    | 57 | 100       | **    | 59 | 86        | 88    | 60 | 100       | --    | 63 | 100       | 94    | 65 |
| 7     | Reading      | --        | --    | 52 | --        | --    | 53 | --        | --    | 52 | 85        | 80    | 53 | 100       | **    | 55 |
|       | Language     | --        | --    | 52 | --        | --    | 54 | --        | --    | 54 | 85        | 89    | 55 | 100       | **    | 58 |
|       | Mathematics  | --        | --    | 53 | --        | --    | 55 | --        | --    | 56 | 85        | 86    | 58 | 67        | **    | 60 |
| 8     | Reading      | --        | --    | 54 | --        | --    | 54 | --        | --    | 53 | --        | --    | 55 | 100       | **    | 56 |
|       | Language     | --        | --    | 46 | --        | --    | 49 | --        | --    | 49 | --        | --    | 50 | 100       | **    | 52 |
|       | Mathematics  | --        | --    | 52 | --        | --    | 54 | --        | --    | 56 | --        | --    | 58 | 100       | **    | 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>Grades 3-4</b> | *   | *   |
| <b>Grades 4-5</b> | *   | *   |
| <b>Grades 5-6</b> | <b>91</b>   | <b>91</b>   |
| <b>Grades 6-7</b> | *   | *   |
| <b>Grades 7-8</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**

Students are expected to adhere to a Code of Conduct conducive to a peaceful and respectful learning environment. Our disciplinary approach is based on positive discipline. Inappropriate behaviors are handled by classroom meetings, student/teacher conferences, teacher-designed logical consequences, and/or Parent/Teacher/Student meetings. Parents are accountable for working with the staff on behavioral issues. A discipline policy, including suspension/expulsion, is used when sincere efforts fail.

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 ▽

| <b>Expenditure Category</b>                     | <b>*Per Pupil Expenditures by Category</b> | <b>School Expenditures by Category</b> |
|---|--|--|
| Classroom Instruction                           | \$2,645                                    | \$251,872                              |
| Classroom Supplies                              | NDS  | NDS                                    |
| Administration                                  | \$1,862                                    | \$177,324                              |
| Support Services-Students                       | NDS  | NDS                                    |
| Other Support Services and Operations           | \$636                                      | \$60,548                               |
| Total Expenditures-<br>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>       | Satwant S. Khalsa | (602) 252-3759 |                  |
| <b>Transportation Policy</b>     | Satwant S. Khalsa | (602) 252-3759 |                  |
| <b>Community Resources</b>       | Satwant S. Khalsa | (602) 252-3759 |                  |
| <b>School Nutrition Programs</b> | NDS               |                |                  |
| <b>Parent Organization</b>       | Ron Pick          | (602) 252-3759 |                  |
| <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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