

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### AmeriSchools Children's Academy

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

Ideabanc, Inc.  
1346 N. Stone Avenue, Tucson, AZ 85705

**Principal:** Mr. Greg Gaines

**Schedule:** 7:30 AM to 3:30 PM

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

**E-mail:** [ggaines@amerischools.org](mailto:ggaines@amerischools.org)

**Grades:** K-6

**2002 Enrollment:** 188

**Phone:** (520) 620-1100

**Fax:** (520) 624-4376

## ∨ School Overview ∨

### Mission

The Children's Academy of Arizona is dedicated to fostering academic excellence through individualized instruction of a core curriculum supported by enrichment and acceleration. Our goal is to teach essential skills through an integrated curriculum aligned with the Arizona Academic Standards. Instruction is designed for student skill and interest level, with multiage, multigrade activities in all learning areas.

### Organization and Philosophy

- w Charter School
- w Multiage Learning Environment
- w Small Teacher-to-Student Ratio
- w Skills Progression per AZ Acad Standards

### Instructional Programs

- w Full-day Kindergarten
- w Special Education - Full-inclusion Model
- w Developmentally Appropriate
- w Small Group Instruction
- w Curriculum Aligned w/AZ Acad. Standards
- w Enrichment Learning Laboratories
- w Community as a Laboratory

### School/Academic Goals

- w The Academy will maintain a high student attendance rate. Regular and prompt attendance is promoted, monitored and reinforced.
- w The Academy will maintain high academic standards. Curriculum, instruction and assessment are fully aligned with the Arizona Academic Standards.
- w The Academy will maintain a safe, healthy environment. Responsibility, respect and citizenship are emphasized throughout the school.
- w The Academy will develop and maintain partnerships in the community. Skills learned in school will be applied and enhanced in the community learning laboratory.

### Enrollment

October 1, 2001 School Year Student Enrollment:	217
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	220

<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:

<b>Position</b>	<b>Number</b>	<b>Position</b>	<b>Number</b>
Administrator	1.00	Teacher	10.50
Other Professional Staff	1.50	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

<b>Experience</b>	<b>Degree</b>			
	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctorate</b>	<b>Other</b>
<b>3 or fewer years</b>	8	2	0	4
<b>4 to 6 years</b>	1	0	0	3
<b>7 to 9 years</b>	0	0	0	0
<b>10 or more years</b>	0	0	0	0

∨ **Shared Responsibilities** ∨

**School**

The Academy is responsible to inform parents of the school mission, goals, expectations and achievements. Information is provided through brochures, registration materials, newsletters, bulletins, telephone calls and parent conferences. Activities are scheduled throughout the year that invite and encourage parent participation.

**Parents**

Parents are responsible to provide the school with accurate and current student data and records. Parents are responsible for prompt and regular student attendance and for student uniforms. Parents are responsible for providing their child with a lunch each day. Parents are responsible for communicating with teachers and attending conferences.

∨ **Transportation Policy** ∨

Parents or other caregivers transport students to and from school. Students from throughout metropolitan Tucson attend the Academy.

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### ∨ Calendar Information ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 6 hrs. 0 min.      **Last Day of School:** 5/23/03  
**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/21/02                      12/30/02                      3/3/03                      5/23/03

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### Additional Calendar/Report Card Information

Progress is reported at various intervals in addition to the four report card release dates noted above. Open Houses and parent conferences are scheduled throughout the school year.

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### ∨ Resources Available at School Site ∨

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#### 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.

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#### Special Facilities

W Enrichment Learning Laboratories                      W Computer Lab  
 W Reid Park Zoo Partnership                      W Community as a Laboratory

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#### Extracurricular Activities

W Extended-day and Summer Program                      W Bicus  
 W Community Events Participation                      W Reading and Math Tutoring  
 W Computer Lab - Community Access                      W Special Parent Participation Events  
 W Annual Summer Barbeque                      W Afterschool Clubs

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#### School/Community Resources

W DHS/DES Afterschool Program                      W DHS/DES Before School Program

## ∨ 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 student attendance rate is between 90 and 95 percent, as promoted, monitored and reinforced by the school.</p> | <p>w Academic standards are achieved through well-designed curriculum, instruction and assessment.</p>  |
| <p>w The Academy environment is safe and healthy, promoting responsibility, respect and citizenship.</p>                | <p>w The Academy has formed partnerships in the community (Reid Park Zoo, Bicas) that enable students to apply and expand skills learned in school.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	32.8 %	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	13.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	94.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	5.7 %	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
AACEE Environmental Grant Recipient	2001
Festival of Trees Award Recipient	1998
Children's Museum of Art Exhibit	1998
Wells Fargo Grant Recipient	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>22</b>	<b>501</b>	<b>23%</b>	<b>27%</b>	<b>36%</b>	<b>14%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>21</b>	<b>506</b>	<b>29%</b>	<b>14%</b>	<b>57%</b>	<b>0%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>22</b>	<b>479</b>	<b>36%</b>	<b>32%</b>	<b>14%</b>	<b>18%</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>19</b>	<b>494</b>	<b>42%</b>	<b>26%</b>	<b>21%</b>	<b>11%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>19</b>	<b>504</b>	<b>26%</b>	<b>26%</b>	<b>32%</b>	<b>16%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>20</b>	<b>484</b>	<b>20%</b>	<b>45%</b>	<b>10%</b>	<b>25%</b>
	State	61760	494	14%	40%	12%	34%

<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	--	--	--	--	--	--	--	--	--	100	33	60	--	--	--
2	Reading	--	--	--	87	21	50	72	34	52	100	24	53	62	27	57
	Language	--	--	--	100	15	40	85	23	43	100	18	44	70	18	48
	Mathematics	--	--	--	100	21	51	88	34	55	100	23	57	70	29	61
3	Reading	--	24	47	60	13	47	100	24	48	100	22	50	91	21	50
	Language	--	23	49	92	15	51	100	23	54	100	23	56	91	32	57
	Mathematics	--	13	46	92	18	49	100	14	52	100	23	54	87	28	56
4	Reading	--	52	53	100	48	54	80	28	54	100	29	55	79	30	55
	Language	--	37	47	100	29	49	75	27	48	100	30	50	79	30	50
	Mathematics	--	22	51	100	33	54	75	25	55	100	35	57	79	44	58
5	Reading	--	18	51	100	51	51	100	34	51	100	32	51	88	31	53
	Language	--	9	42	100	30	44	100	18	45	100	27	45	84	26	47
	Mathematics	--	9	51	100	29	54	100	21	55	100	35	57	88	44	59
6	Reading	--	59	53	100	34	54	97	34	53	100	38	54	100	28	56
	Language	--	40	41	100	19	44	94	21	44	100	26	45	100	17	47
	Mathematics	--	38	57	100	33	59	94	30	60	100	39	63	100	37	65

∨ **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>70</b>	<b>83</b>
<b>Grades 4-5</b>	<b>55</b>	<b>91</b>
<b>Grades 5-6</b>	*	*
<b>Grades 6-7</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**

The Academy's campus is very secure. We have an Emergency and Disaster Preparedness Team in place whose function is to train and inform school staff and students of safe procedures in case of an emergency. We have a Zero-tolerance Policy for fighting, drug use and weapons.

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
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	NDS		
<b>Community Resources</b>	Greg Gaines	(520) 620-1100	
<b>School Nutrition Programs</b>	NDS		
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Jeanine DeConcini	(520) 620-1100	

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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