

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Gem Charter School

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

Gem Charter School, Inc.
1704 N. Center Street, Mesa, AZ 85201

Director: Mrs. Nelleke van Savooyen
Schedule: 8:30 AM to 4:00 PM
Web Address: goodearthmontessori.com
E-mail: Gemcharter@yahoo.com

Grades: K-6
2002 Enrollment: 74
Phone: (480) 833-2622
Fax: (480) 833-2655

∨ School Overview ∨

Mission

GEM Charter School is dedicated to the development of well-rounded individuals who are proficient, self-confident and have ascertained the potential and desire for lifelong learning and improved academic performance through the implementation of the Montessori Method of Education.

Organization and Philosophy

- w Charter School
- w Strict AMI Montessori Philosophy
- w Multiage Classrooms
- w Inclusion Classrooms

Instructional Programs

- w Complete Montessori Curriculum
- w Individualized Instruction
- w Full-day Kindergarten, Extra Fee
- w Cosmic Education for Elementary Students

School/Academic Goals

- w To aid in the development of each student based on the student's strengths through individual and small group instruction, using the Montessori materials.
- w To provide a well-rounded education that explains the interdependence of all life, the interconnectedness of all peoples and the unity of all.
- w To help each student become a well-rounded, self-confident and proficient individual who has developed the desire for lifelong learning.
- w To provide a self-initiated learning environment with many opportunities for concrete hands-on activities and the eventual abstraction of those ideas.

Enrollment

October 1, 2001 School Year Student Enrollment:	68
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	72

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∇ School Site Council ∇

Council Composition

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

Council Duties

∇ Staffing Information ∇

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

Position	Number	Position	Number
Administrator	1.50	Teacher	4.00
Other Professional Staff	0.00	Teacher Aide	2.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∇ Shared Responsibilities ∇

School

The school prepares and distributes a parent handbook which addresses very important policies and procedures. The school is responsible for providing a safe and exciting school environment conducive to learning and making sure each child is given the opportunity to reach his/her full potential. The school is also responsible for providing parent classes to help the parents understand what and how their children are learning.

Parents

Parent responsibilities include volunteer work and Parent Education Nights. Volunteer work can be helping at lunch, making materials or assisting with special projects in the classroom. Parents are responsible for attending parent Education Nights. It is the parent's responsibility to make sure their children are well-rested and dropped-off at school on time. Parents are also required to observe their child's classroom before having a parent-teacher conference.

∇ Transportation Policy ∇

The student's parent(s)/guardian(s) are fully responsible for the transportation of their child(ren) to and from school each day. Reimbursement provisions for charter students who economically qualify and charter special education students who qualify based on their disabilities will be made following a consultation with the Executive Director.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 45 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/11/02	5/2/03
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Additional Calendar/Report Card Information

Both progress reports are distributed to parent(s)/guardian(s) accompanying a parent-teacher conference. Parent observation is required before conferences. This approach not only aids in the communication between the parent and teacher but also between the child and the parent. Progress reports are done in October, January, and May.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer in each Elementary Classroom	W Students use the Mesa Public Library
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Extracurricular Activities

W Physical Education Classes	W Field Trips
W Going Out Trips for Elementary Students	

School/Community Resources

W Before/After School Program	W DES Services
W MPS At-risk Program	W Parent Education

∨ 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 At this time we are still the only AMI-accredited Montessori Charter School in Arizona.</p> | <p>w The children have worked really hard on improving their citizenship. They have taken more responsibility for their own behavior. The children have accomplished this with the help of their peers, teachers and parents.</p> |
| <p>w This year the group of returning students in the charter school have become a very close-knit community. The children support and help each other during class, as well as after classes.</p> | <p>w This year the children are concentrating more on the academics as opposed to the first year, when they were working on building their community.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	12.7 %	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	6.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.7 %	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
AMI Accredited (Kindergarten) Highest Accred.	1999
AMI Affiliated (Elementary)	1999
AMI Recognized (Elementary) Highest Accred.	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	**	**	**	**	**	**
	School State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	**	**	**	**	**	**
	State	61305	505	21%	20%	43%	15%
Writing	School	**	**	**	**	**	**
	State	59599	512	17%	26%	42%	16%
Mathematics	School	**	**	**	**	**	**
	State	61760	494	14%	40%	12%	34%

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	--	--	--	--	--	--	--	--	--	83	65	60	--	--	--
2	Reading	--	--	--	100	54	50	87	**	52	100	35	53	--	43	57
	Language	--	--	--	100	31	40	87	**	43	100	27	44	--	39	48
	Mathematics	--	--	--	100	37	51	87	**	55	100	13	57	--	29	61
3	Reading	--	--	47	100	15	47	100	51	48	100	--	50	--	40	50
	Language	--	--	49	100	11	51	100	44	54	100	--	56	--	44	57
	Mathematics	--	--	46	100	9	49	100	48	52	100	--	54	--	42	56
4	Reading	--	--	53	--	--	54	67	**	54	75	--	55	--	**	55
	Language	--	--	47	--	--	49	100	**	48	75	--	50	--	**	50
	Mathematics	--	--	51	--	--	54	100	**	55	75	--	57	--	**	58
5	Reading	--	--	51	--	--	51	--	--	51	100	--	51	--	**	53
	Language	--	--	42	--	--	44	--	--	45	100	--	45	--	**	47
	Mathematics	--	--	51	--	--	54	--	--	55	100	--	57	--	**	59
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	--	**	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	--	**	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	--	**	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 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	*	*
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	*	*
Grades 6-7	***	***

*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 Montessori philosophy promotes a community environment where children can learn in a fun and safe setting. Children are taught from the very beginning of school that they are responsible for taking care of their classroom environment as well as, the outdoor areas. As a result, they take pride in themselves and their classroom. This is achieved through the strict AMI Standards that promote the true Montessori Curriculum, as intended by Maria Montessori.

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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding. Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM). (School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Nelleke van Savooyen	(480) 833-2622	
Transportation Policy	NDS		
Community Resources	NDS		
School Nutrition Programs	NDS		
Parent Organization	NDS		
Student Health/Nurse	NDS		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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