

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Terra Rosa Charter School # 1

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

Terra Rosa Charter School
45 Birch Blvd., Sedona, AZ 86336

Director: Ms. Judith Quarrington
Schedule: 8:00 AM to 3:30 PM
Web Address: www.terrarosa.com
E-mail: jqtrs@sedona.net

Grades: K-7
2002 Enrollment: 130
Phone: (928) 204-1178
Fax: (928) 203-4432

∨ School Overview ∨

Mission

To provide an educational context emphasizing intellectual achievement, as well as the imaginative, artistic and moral growth of students; to ensure excellence in core academic skills and to measure yearly progress in academic areas; to awaken and preserve our multicultural heritage through the fine arts; to create lifelong learners and independent thinkers; to encourage human values and life skills in our children.

Organization and Philosophy

- w Tuition-free, Charter School
- w Waldorf Inspired
- w Self-contained Classrooms
- w Continuity of Teachers Through Grades

Instructional Programs

- w Waldorf Inspired Curriculum
- w Developmentally Appropriate
- w Academics Integrated with Creative Arts
- w Integrating Body/Mind/Emotion
- w Spanish in Grades 1-7
- w Handwork /Woodwork /PE Classes
- w Painting/Drama/Clay Modeling/Drawing
- w Recorder Playing/Singing/Violin

School/Academic Goals

- w Each child will achieve at least one year's academic progress which will be measured by standardized tests, individual portfolios, teacher observation and classroom performance. Each child will participate in at least one dramatic performance.
- w Each child will recapitulate his classroom work through the production of an individualized, artistically designed and illustrated, grammatically correct and academically accurate Main Lesson Book.
- w TRS will strengthen and illuminate its rich science curriculum including zoology, botany, astronomy, geology, physics, chemistry, physiology grades 3-7 through practical activities, gardening, building, field experience, observations and field trips.
- w Each child in grade 1-7 will be exposed to the Spanish language and will achieve proficiency in reading and writing by grade 7.

Enrollment

October 1, 2001 School Year Student Enrollment:	101
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	30

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

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

Council Duties

- w Role and Responsibility of Parents
- w Concerns, Grievances, Unresolved Issues
- w School Safety Issues
- w LEA
- w Budget/Long-range Planning

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	10.50
Other Professional Staff	2.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	1
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	2
10 or more years	1	4	0	1

∨ **Shared Responsibilities** ∨

School

To provide a healthy and safe environment for learning; to ensure each student's mastery of each grade's curriculum; to offer supplementary services when needed; to offer continuing parent education, twice yearly parent teacher conferences, regularly scheduled class meetings, opportunities for participation in organizational and classroom activities; to honor our commitment to always listen openly and respond promptly to all parents' questions and concerns.

Parents

To ensure regular timely student attendance; to provide appropriate clothing and healthy, nutritious lunches; to actively participate in their child's education through parent education, Parent/Teacher conferences, class meetings, homework, etc.; to bring all questions and concerns to the appropriate channels for resolution; to consider participating in committees of the school such as enrollment, fundraising, festivals, Board of Trustees, etc.

∨ **Transportation Policy** ∨

Terra Rosa Charter School does not provide transportation to and from school for its students. In the event, however, that any student is unable to attend school as a result of transportation difficulties, we will make every possible effort to assist parents in finding a viable solution. We strongly encourage carpooling and actively engage our parent body in supporting such.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/14/02
Average Daily Instruction Time:	6 hrs. 35 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

Additional Calendar/Report Card Information

Parent/Teacher conferences are held in October and February to review students' work (portfolios) and progress; to address questions/concerns; and for teachers to learn more about the child at home and offer suggestions for further parental involvement. Group meetings with the parents of a class and its teacher occur three times a year in the evenings,

Two all-school meetings are scheduled during the year to inform the whole parent body about curriculum and organizational items.

∨ 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 Outdoor Woodworking Studio	W Greenhouse
W Gardens	W Separate Bldg. and Playground for K-2

Extracurricular Activities

W Afterschool Program (Waldorf Inspired)	W Tutoring
W Overnight Class Field Trips	W Violin Lessons
W Challenge Ropes Course for Gr. 6 and 7	W Fifth Grade Interstate Olympics
W Gardening with Gardens for Humanity	W String Ensemble

School/Community Resources

W Afterschool Programs	W Adult Education
W Red Rock Teacher Education Center	W Violin Lessons
W Use of Public Park for Recreation	

∨ 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 fifth grade class participates in the Greek Olympics with students from other Waldorf Schools. Their physical education program prepares them for this event. This complements their academic study of ancient history.</p> | <p>W A woodworking studio is located outdoors for the fourth through seventh graders. The students carve and sculpt in the class. They also participate in a handwork program where they learn to knit, crochet, cross stitch and sew and create clothing.</p> |
| <p>W All students in grades four receive small group violin instruction. All students are provided with a violin to use at home and at school. Fifth through seventh graders who continue with their instrument may participate in a school ensemble.</p> | <p>W Spanish is the foreign language our students receive. The language teacher also bring cultural experiences to the students. Festivals are celebrated including the Festival of Light and Courage, Winter Garden and May Day.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	21.9 %	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	9.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.2 %	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
Good Citizenship Award	2001
Perfect Attendance	2001
Perfect Attendance	2002
Fifth Grade Greek Olympics	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	21	533	5%	24%	52%	19%
	School State	58840	524	9%	17%	45%	29%
Writing	School	20	533	0%	15%	80%	5%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	22	528	0%	18%	50%	32%
	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	16	513	0%	25%	62%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	14	560	0%	14%	64%	21%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	15	540	0%	27%	7%	67%
	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	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	81	36	50	27	**	52	--	--	53	--	31	57
	Language	--	--	--	86	25	40	--	**	43	--	--	44	--	15	48
	Mathematics	--	--	--	86	23	51	98	59	55	--	--	57	--	39	61
3	Reading	--	72	47	92	70	47	88	35	48	--	16	50	88	56	50
	Language	--	37	49	88	46	51	88	33	54	--	18	56	88	46	57
	Mathematics	--	39	46	92	61	49	88	42	52	--	18	54	88	64	56
4	Reading	--	34	53	79	85	54	96	66	54	--	77	55	100	64	55
	Language	--	26	47	84	52	49	96	46	48	--	52	50	100	44	50
	Mathematics	--	18	51	79	43	54	96	39	55	--	79	57	100	39	58
5	Reading	--	--	51	--	--	51	96	66	51	--	61	51	74	72	53
	Language	--	--	42	--	--	44	91	42	45	--	50	45	74	52	47
	Mathematics	--	--	51	--	--	54	91	44	55	--	50	57	74	80	59
6	Reading	--	--	53	--	--	54	--	--	53	--	59	54	82	65	56
	Language	--	--	41	--	--	44	--	--	44	--	35	45	82	43	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	49	63	82	55	65
7	Reading	--	--	52	--	--	53	--	--	52	--	--	53	79	77	55
	Language	--	--	52	--	--	54	--	--	54	--	--	55	79	74	58
	Mathematics	--	--	53	--	--	55	--	--	56	--	--	58	79	76	60

∨ 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	57	72
Grades 3-4	*	*
Grades 4-5	73	73
Grades 5-6	85	69
Grades 6-7	83	100
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

Classroom teachers consistently remain with the class for more than one year. This provides a continuity and in depth understanding of individual children. Teachers meet for 2 hours each week to discuss child development, behavior, curriculum, conflict resolution, playground behavior. Policies are in place to handle infractions of the clearly stated rules and a dress code policy is enforced. Non-competitive games are encouraged and healthy social relationships are fostered in the classroom.

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	\$4,007	\$232,705
Classroom Supplies	NDS	NDS
Administration	\$1,529	\$88,814
Support Services-Students	NDS	NDS
Other Support Services and Operations	\$1,132	\$65,771
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	Judith Quarrington	(928) 204-1178	
Transportation Policy	Judith Quarrington	(928) 204-1178	
Community Resources	Beverly Howland	(928) 204-1178	
School Nutrition Programs	NDS		
Parent Organization	Andrea Binder	(928) 204-1178	
Student Health/Nurse	Renee Livas	(928) 204-1178	

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."