

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Sedona Charter School

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

Sedona Charter School, Inc.  
165 Kachina Drive, Sedona, AZ 86336

**Administrator:** Mrs. Alice Madar  
**Schedule:** 8:00 AM to 4:00 PM  
**Web Address:** [www.sedonacharterschool.com](http://www.sedonacharterschool.com)  
**E-mail:** [info@sedonacharterschool.com](mailto:info@sedonacharterschool.com)

**Grades:** K-8  
**2002 Enrollment:** 138  
**Phone:** (928) 204-6464  
**Fax:** (928) 204-6486

## ∨ School Overview ∨

### Mission

Our Montessori school challenges each child to achieve excellence through an individualized program. We inspire a passion for learning, instill a sense of personal responsibility, and cultivate a respect for the environment and involvement in the community.

### Organization and Philosophy

- w High teacher-student ratio
- w High level of parent involvement
- w Parent-teacher partnerships
- w Physically/emotionally safe environment

### Instructional Programs

- w Montessori curriculum continuum K-8
- w Individualized instruction
- w Emphasis on mastering the subject matter
- w Art, music woven throughout curriculum
- w Direct-instruction phonetic reading
- w In-depth research projects
- w Emphasis on developing responsibility
- w Community service

### School/Academic Goals

- w Provide developmentally appropriate, individualized learning experiences for each child using Montessori methods.
- w Ensure that each student reaches a high level of personal achievement in reading, writing, math, geography, history, science, visual arts, music, computer technology, and physical development.
- w Encourage parental involvement in planning, participating in, and assessing the child's academic and personal development, and in the school's operations and governance.
- w Encourage students to become self-directed learners, collaborative workers, critical thinkers, quality producers and caring, involved citizens.

### Enrollment

October 1, 2001 School Year Student Enrollment:	144
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	138

<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)  
 3 Teacher(s)  
 5 Parent(s)  
 2 Community Member(s)  
 0 Student(s)

**Council Duties**

w School mission/goals/planning  
 w Instructional strategies  
 w Curriculum development  
 w Personnel decisions  
 w Budget  
 w Involve parents in governance/operations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	0.50	Teacher Aide	2.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Provide an academic program fulfilling the mission and goals of Sedona Charter School. Ensure safety of the child at school. Help parents understand the school's philosophy and teaching methods. Together with parents, regularly develop/update the child's educational plan covering his/her learning and related responsibilities and achievements. Welcome parent visits at all times. Notify families of any disciplinary action regarding their child.

**Parents**

Reinforce the values of honesty, integrity, responsibility, self-discipline, compassion, courage, perseverance, loyalty, faith, work, friendship. Provide a nurturing home environment that also stimulates a love of learning. Conduct activities that develop the child's personal skills and values using methods compatible with those of the school. Discuss questions and concerns with the teacher.

∨ **Transportation Policy** ∨

The school does not provide transportation to and from school. Transportation for field trips is generally provided.

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## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	8/14/02
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

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### Additional Calendar/Report Card Information

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Academic and social progress reports are sent home to parents weekly in grades K through 6, every two weeks in middle school. In K-6, there are three parent conferences per year: one initial and two for planning and progress. In middle school there are four conferences. During the conference, teachers, parents, and student review a portfolio of the student's work and adjust the student's individual work plan to ensure the student is appropriately challenged and is mastering the material.

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## ∨ Resources Available at School Site ∨

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### Nutrition Programs

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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

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- |   |  |
|---|--|
| W 38 computers in classroom+video equip | W Covered play area with climbing wall |
| W Pond for biology study                | W Herb/vegetable garden                |

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### Extracurricular Activities

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- |   |  |
|---|--|
| W Science Fair, Spelling Bee, Geography Bee | W Disc golf, pickleball, basketball, hikes |
| W Violin instruction/performance            | W Annual Geometric Building contest        |
| W Student Dog Training Club on campus       | W Cultural exchange                        |
| W Summer camps: science, cooking            | W Extended field trips & guest presenters  |

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### School/Community Resources

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- |  |   |
|--|---|
| W Adjacent to Sedona Public Library        | W Artist in the Classroom Program       |
| W Lunches provided by local restaurants    | W Pottery kiln for pottery projects     |
| W On & off-site community service projects | W Transportation to Boys and Girls Club |
| W Recycling                                | W Girl Scouts                           |

## ∨ 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 All lead teachers are fully trained in the Montessori method. All full-time teachers are fully trained or training is in progress. All classrooms have materials for the full Montessori curriculum, designed to accommodate all learning styles.</p> | <p>w Completed construction of a permanent campus adjacent to the public library, without modular construction, comprising outdoor study areas, a native biology study area, a covered play area and large classrooms awash with natural light.</p> |
| <p>w All classes active in community service including repairing buildings for an orphanage in Mexico; reading to children in Head Start; collecting supplies for a women's shelter and serving in the local soup kitchen.</p>                             | <p>w 75% of parents volunteered for the school; approximately 30% volunteered more than 50 hours.</p>   |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	33.3 %	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	13.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.6 %	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
Consistently highest standardized test scores in area	
Winners in national poetry, art competitions: 2001, 2002	2002
Winning entry in St. Patrick's Day parade: 2000, 2002	2002
Special status as model charter school	

## ∨ 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>16</b>	<b>573</b>	<b>0%</b>	<b>0%</b>	<b>31%</b>	<b>69%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>15</b>	<b>570</b>	<b>0%</b>	<b>0%</b>	<b>73%</b>	<b>27%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>17</b>	<b>561</b>	<b>0%</b>	<b>6%</b>	<b>24%</b>	<b>71%</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>18</b>	<b>517</b>	<b>11%</b>	<b>6%</b>	<b>56%</b>	<b>28%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>16</b>	<b>554</b>	<b>6%</b>	<b>12%</b>	<b>44%</b>	<b>38%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>18</b>	<b>479</b>	<b>28%</b>	<b>33%</b>	<b>17%</b>	<b>22%</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	--	--	--	--	--	--	--	--	--	95	54	60	--	--	--
2	Reading	--	--	--	94	44	50	98	78	52	71	91	53	48	73	57
	Language	--	--	--	94	32	40	91	60	43	71	72	44	62	53	48
	Mathematics	--	--	--	100	23	51	98	58	55	76	84	57	52	39	61
3	Reading	100	65	47	60	77	47	98	72	48	95	72	50	86	86	50
	Language	100	69	49	67	65	51	88	69	54	95	68	56	86	75	57
	Mathematics	100	59	46	53	54	49	98	59	52	90	69	54	86	65	56
4	Reading	94	86	53	72	75	54	100	86	54	--	76	55	64	80	55
	Language	100	70	47	78	54	49	100	76	48	--	63	50	64	67	50
	Mathematics	100	73	51	78	38	54	100	76	55	--	55	57	64	62	58
5	Reading	84	79	51	62	80	51	100	69	51	--	70	51	95	82	53
	Language	89	62	42	62	67	44	100	59	45	--	55	45	95	68	47
	Mathematics	89	78	51	62	54	54	100	55	55	--	50	57	95	66	59
6	Reading	100	85	53	59	81	54	100	56	53	--	78	54	100	67	56
	Language	100	68	41	50	70	44	100	54	44	--	54	45	100	60	47
	Mathematics	100	80	57	59	84	59	100	68	60	--	30	63	100	47	65
7	Reading	73	86	52	35	75	53	100	85	52	--	74	53	75	90	55
	Language	73	89	52	35	79	54	100	83	54	--	80	55	75	88	58
	Mathematics	73	81	53	35	67	55	100	72	56	--	75	58	75	50	60
8	Reading	100	**	54	100	63	54	94	63	53	--	83	55	38	**	56
	Language	100	**	46	100	47	49	94	74	49	--	85	50	38	**	52
	Mathematics	100	**	52	100	71	54	94	43	56	--	85	58	38	**	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>86</b>	<b>36</b>
<b>Grades 3-4</b>	<b>64</b>	<b>58</b>
<b>Grades 4-5</b>	<b>73</b>	<b>90</b>
<b>Grades 5-6</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

Our high teacher/student ratio (1 to 15 or better) and our small school size (fewer than 150 students) ensures that each student is supervised at all times, and every student has a strong sense of belonging in this small school community. Developing healthy social skills is at the core of our curriculum: Students learn personal responsibility and they learn how to ask each other for help and how to mentor each other.

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
<b>School Site Council</b>	Bob Kittredge	(928) 204-6464	
<b>Transportation Policy</b>	Office	(928) 204-6464	
<b>Community Resources</b>	Alice Madar	(928) 204-6464	
<b>School Nutrition Programs</b>	Mary Lou Brown	(928) 204-6464	
<b>Parent Organization</b>	Jennette Bill	(928) 204-6464	
<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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