

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Stepping Stones Academy

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

Stepping Stones Academy
35812 N. 7th Street, Phoenix, AZ 85086

Director: Mrs. AnnMarie Short or Dedre Alliger
Schedule: 7:30 AM to 4:00 PM
Web Address: steppingstonesacademy.org
E-mail: Aamshort@aol.com or alliger@aol.com

Grades: Pre-K-8
2002 Enrollment: 172
Phone: (623) 465-4910
Fax: (623) 587-8514

∨ School Overview ∨

Mission

Stepping Stones Academy offers children a safe learning environment where basic academics are integrated with job, social and life management skills. The high academic standards and small class sizes, combined with individualized and relevant learning activities, provide children with needed skills to become confident and responsible citizens. Frequent assessment of student progress promotes increased student achievement; thereby, developing lifelong learners and productive members of society.

Organization and Philosophy

- w Small, Family-Oriented Campus
- w Small Class Sizes
- w Emphasis on Job, Social and Life Skills
- w Parent and Community Involvement

Instructional Programs

- w Integrated Academics
- w School-to-Work Emphasis
- w MicroSociety Program
- w Character Counts Program
- w Sequential Curriculum for K-8th Grades
- w Full-day Kindergarten
- w Individual Elementary Classrooms
- w Team-teaching in Middle School Grades

School/Academic Goals

- w Students will increase proficiency in written and oral communication, including sentence and word mechanics, language expression, spelling, and small and large group presentations.
- w Students will increase proficiency in reading skills, including vocabulary, comprehension, expression, and reading fluency.
- w Students will increase proficiency in mathematical skills, including basic math concepts, computation, application, and problem solving.
- w Students will increase proficiency in job, social, and life management skills, including career exploration, character education, and application of academics to real-life situations.

Enrollment

October 1, 2001 School Year Student Enrollment:	172
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	160

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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- w Educational Programs
- w Policies and Procedures
- w School Improvement
- w Campus Events
- w Parent/Community Involvement & Relations
- w Fundraising Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	9.00
Other Professional Staff	6.50	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Stepping Stones Academy provides a safe and friendly learning environment, sets high goals and expectations for the children, and enforces a strict code of conduct. High academic standards are promoted through individualized and group instruction with emphasis on mastery and application of the concepts to job, social, and life management skills. The school communicates weekly with each family and provides parents with a Family Handbook that outlines the school's policies and procedures.

Parents

Stepping Stones Academy is a family and community oriented school where parents are essential members of the school team. Parents are expected to support the school's philosophy, policies and procedures, including the educational program, dress code, high academic standards and code of conduct. Parents are expected to communicate with school personnel, assist with homework and ensure children attend school. Parents are invited to be active members of the parent group and serve on committees.

∨ **Transportation Policy** ∨

Transportation is not provided by the school; however, Stepping Stones Academy assists parents with the organization of a carpool. Children also ride their bikes and walk to school.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	9/3/02
Average Daily Instruction Time:	7 hrs. 0 min.	Last Day of School:	6/6/03

Operates on Traditional Schedule

Report Card Release Dates

11/1/02	1/24/03	3/28/03	6/6/03
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Additional Calendar/Report Card Information

Stepping Stones Academy sends home a midterm progress report to all students halfway through each of the four quarters. Students in grades three through eight receive weekly assignment sheets each Monday, and students in grades first and second receive daily assignment sheets each day. These sheets list upcoming projects, missing assignments, and teacher comments. Grades are included every two weeks. Kindergarten students do not receive letter grades.

∨ 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 Lab with Internet Access	W Multi-Purpose Room
W Resource Room	W Computers in Each Classroom

Extracurricular Activities

W Yearbook Club	W Student Government
W School Choir	W Tutoring Services
W MicroSociety Jobs in Student-Run Society	W Student-Operated School Snack Bar
W Eighth Grade Class Trip	W Community-Sponsored Programs

School/Community Resources

W Crisis Intervention/Prevention Programs	W Counseling Services
W Pre-Kindergarten Class (4-year-olds)	W Health Services

∨ 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 Stepping Stones Academy provided additional opportunities for students to present and perform in small and large group environments; thereby, increasing student proficiency in oral communication.</p> <p>W Stepping Stones Academy implemented a schoolwide character education program, hosted guest speakers to speak about their careers and expanded the MicroSociety program; thereby, increasing student proficiency in job, social and life management skills.</p> | <p>W Stepping Stones Academy implemented a computerized reading assessment and reading program to enhance the students' overall reading skills; thereby, increasing student proficiency in reading comprehension, vocabulary, and mastery level of skills.</p> <p>W Stepping Stones Academy expanded its math program to include pre-algebra in seventh grade and algebra in eighth grade; thereby, increasing student proficiency in math concepts, computation, application, and problem solving.</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	18.6 %	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	0.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.8 %	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
Student Poetry Published in Poetry Book	2002
Class Received Project GOAL Reading Award	2002
School Recognized for Helping Community Groups	2002
Poem about School Written by Student and Published	2001

∨ 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	13	514	8%	46%	15%	31%
	School State	58840	524	9%	17%	45%	29%
Writing	School	12	545	17%	8%	50%	25%
	School State	57282	541	10%	12%	63%	16%
Mathematics	School	13	508	0%	46%	38%	15%
	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	13	506	8%	31%	54%	8%
	School State	61305	505	21%	20%	43%	15%
Writing	School	13	513	0%	23%	77%	0%
	School State	59599	512	17%	26%	42%	16%
Mathematics	School	15	474	7%	73%	13%	7%
	School State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	23	488	35%	17%	43%	4%
	School State	57484	504	24%	20%	40%	16%
Writing	School	24	481	21%	46%	33%	0%
	School State	55420	493	15%	42%	41%	2%
Mathematics	School	23	457	30%	61%	9%	0%
	School State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	100	40	60	--	--	--
2	Reading	--	--	--	--	--	50	100	51	52	100	48	53	100	41	57
	Language	--	--	--	--	--	40	100	21	43	100	33	44	100	24	48
	Mathematics	--	--	--	--	--	51	100	46	55	100	24	57	100	30	61
3	Reading	--	--	47	--	--	47	63	46	48	100	59	50	100	63	50
	Language	--	--	49	--	--	51	70	44	54	100	61	56	100	60	57
	Mathematics	--	--	46	--	--	49	70	41	52	100	51	54	100	50	56
4	Reading	--	--	53	--	--	54	100	52	54	93	60	55	100	63	55
	Language	--	--	47	--	--	49	100	56	48	93	50	50	100	56	50
	Mathematics	--	--	51	--	--	54	100	55	55	100	41	57	100	57	58
5	Reading	--	--	51	--	--	51	86	31	51	100	49	51	62	54	53
	Language	--	--	42	--	--	44	75	21	45	100	37	45	62	40	47
	Mathematics	--	--	51	--	--	54	75	44	55	100	38	57	71	41	59
6	Reading	--	--	53	--	--	54	100	36	53	100	54	54	69	50	56
	Language	--	--	41	--	--	44	100	27	44	100	35	45	69	31	47
	Mathematics	--	--	57	--	--	59	100	50	60	100	53	63	81	39	65
7	Reading	--	--	52	--	--	53	100	53	52	91	55	53	90	55	55
	Language	--	--	52	--	--	54	100	56	54	91	56	55	95	47	58
	Mathematics	--	--	53	--	--	55	100	66	56	91	55	58	85	60	60
8	Reading	--	--	54	--	--	54	83	64	53	100	55	55	100	56	56
	Language	--	--	46	--	--	49	83	51	49	100	49	50	100	44	52
	Mathematics	--	--	52	--	--	54	83	65	56	100	60	58	100	58	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 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	*	*
Grades 3-4	92	79
Grades 4-5	*	*
Grades 5-6	*	*
Grades 6-7	70	90
Grades 7-8	71	79

*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

Stepping Stones Academy provides a positive, safe, and secure learning environment. The Character Counts program is taught in all grades through a specifically designed curriculum. The character traits are also implemented within the school's strict code of conduct. The school has high expectations and school personnel communicate with parents at least once a week. A zero-tolerance policy for school violence, drugs, alcohol, and tobacco is strictly enforced.

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).

1

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
School Site Council	Dedre Alliger	(623) 465-4910	
Transportation Policy	AnnMarie Short	(623) 465-4910	
Community Resources	Dedre Alliger	(623) 465-4910	
School Nutrition Programs	AnnMarie Short	(928) 465-4910	
Parent Organization	Dedre Alliger	(623) 465-4910	
Student Health/Nurse	Kelley Jessen	(623) 465-4910	

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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