

SEES Charter School

ARIZONA SCHOOL REPORT CARD 2003-04

1290 N. Scottsdale Road, Suite 117, Tempe, AZ 85281

Scottsdale Educational Enrichment School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School
Achievement Profile *

Alternative School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Thea Andrade Yockus
Schedule : 7:45 AM to 3:30 PM
Grades : 9-12
2003 Enrollment : 97
Web Address : www.seescharter.com
Phone Number : (480) 481-5051
Fax Number : (480) 481-5047
E-mail : theayockus@seescharter.com

Mission

We provide a positive learning environment in which students learn basic and higher level skills, have access to appropriate and meaningful learning opportunities and develop the attitudes necessary to become productive and responsible citizens.

School / Academic Goals

- ü To ensure academic success for students at risk of academic failure and school dropouts through expanded learning opportunities.
- ü To develop a technology plan and expand technological opportunities and access to the Internet for our students and staff.

Instructional Programs

- ü At-risk Program
- ü Alternative Education
- ü Tutoring
- ü Accelerated Learning Opportunities

Enrollment

October 1, 2002 School Year Student Enrollment : 89
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 97

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 10 minutes
First Day of School : 8/18/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü School Improvement
- ü School/Business/Community Relations
- ü Students Discipline
- ü Curriculum Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.66	Teacher	4.33
Other Professional Staff	2.00	Teacher Aide	.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

SEES believes that parent communication is a high priority and is maintained through weekly parent phone calls, a parent involvement policy, quarterly newsletters and attendance/involvement in school functions and councils.

Parents

At SEES, we believe that parent involvement is very important to the success of each student. Therefore, we ask each parent to read and commit to a detailed Parent Compact prior to enrolling.

Resources Available at School Site

Special Facilities

- ü Technology Lab
- ü Computers/Internet in Classrooms

Extracurricular Activities

- ü Student Leadership Council

Social Services

- ü Boys and Girls Club of America

Transportation Policy

There is no transportation provided by SEES this school year.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü SEES has now provided Internet with high speed T-1 line access to all our students and staff. Each classroom has approximately five computers for students and staff to utilize.

- ü SEES has relocated to a newly remodeled facility. The move has allowed us to provide more classrooms, expand school day by 3 hours for flexible scheduling, and greater technological possibilities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Declaration by City of Scottsdale to the SEES Graduates	2002
ü Honoree - National Make a Difference Day (3 Years)	2001
ü Public Charter School Program Grant (3 Years)	2002
ü Honoree - St. Vincent de Paul Clothing Drive	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	93	95	94	96
Transfers Out ³	16	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	86	99	98	95
Retention Rate ⁷	14	1	2	5
Dropout Rate ⁸	19			8
Status Unknown ⁹	18			6
Graduation Rate ¹⁰	13			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	57534	86	86	91	461	461	491	78	78	46	17	17	16	4	4	23	0	0	15
All Students (Prior Year)	12	12	51010	NA	NA	NA	455	455	483	83	83	45	17	17	20	0	0	23	0	0	11
Female	NC	NC	28155	NC	NC	90	NC	NC	491	NC	NC	47	NC	NC	16	NC	NC	24	NC	NC	14
Male	18	18	28932	95	95	89	458	458	491	83	83	46	17	17	15	0	0	23	0	0	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	NC	NC	17547	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	15	NC	NC	6
Asian/Pacific Islander	--	--	1395	--	--	96	--	--	519	--	--	22	--	--	16	--	--	28	--	--	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	16	16	29790	70	70	86	464	464	501	73	73	34	20	20	17	7	7	29	0	0	20
Students with Disabilities	NC	NC	5562	NC	NC	93	NC	NC	461	NC	NC	79	NC	NC	10	NC	NC	8	NC	NC	3
Students without Disabilities	20	20	51972	80	80	90	457	457	492	85	85	45	15	15	16	0	0	24	0	0	15
Limited English Proficient Students	--	--	5467	--	--	111	--	--	458	--	--	87	--	--	7	--	--	5	--	--	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	NC	NC	10446				NC	NC	472	NC	NC	70	NC	NC	13	NC	NC	13	NC	NC	4
Non-Economically Disadvantaged	19	19	47088				462	462	495	78	78	42	17	17	16	6	6	26	0	0	17

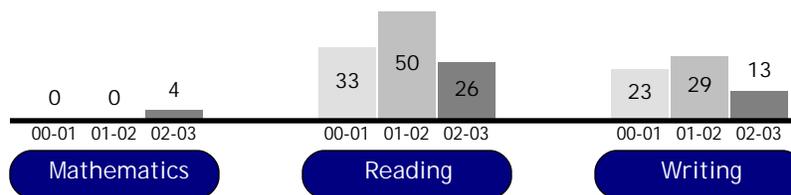
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	56700	86	86	89	484	484	512	30	30	15	43	43	23	26	26	52	0	0	10
All Students (Prior Year)	12	12	50525	NA	NA	NA	494	494	517	33	33	12	17	17	22	50	50	51	0	0	15
Female	NC	NC	27862	NC	NC	89	NC	NC	517	NC	NC	12	NC	NC	22	NC	NC	54	NC	NC	12
Male	17	17	28398	89	89	88	483	483	507	24	24	19	53	53	24	24	24	49	0	0	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	NC	NC	17305	NC	NC	85	NC	NC	494	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Asian/Pacific Islander	--	--	1382	--	--	95	--	--	530	--	--	6	--	--	17	--	--	59	--	--	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	17	17	29209	74	74	84	483	483	525	31	31	9	50	50	17	19	19	59	0	0	15
Students with Disabilities	NC	NC	5215	NC	NC	87	NC	NC	478	NC	NC	43	NC	NC	29	NC	NC	25	NC	NC	2
Students without Disabilities	20	20	51485	80	80	89	482	482	513	30	30	15	45	45	23	25	25	52	0	0	11
Limited English Proficient Students	--	--	5378	--	--	109	--	--	471	--	--	48	--	--	36	--	--	15	--	--	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	NC	NC	10358				NC	NC	492	NC	NC	26	NC	NC	33	NC	NC	37	NC	NC	4
Non-Economically Disadvantaged	20	20	46342				482	482	516	32	32	13	42	42	21	26	26	54	0	0	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	55090	54	54	87	436	436	479	53	53	16	33	33	13	13	13	70	0	0	0
All Students (Prior Year)	14	14	50572	NA	NA	NA	445	445	481	43	43	14	29	29	23	29	29	63	0	0	1
Female	NC	NC	27752	NC	NC	89	NC	NC	483	NC	NC	13	NC	NC	12	NC	NC	75	NC	NC	0
Male	12	12	26842	63	63	83	425	425	474	67	67	20	25	25	15	8	8	65	0	0	0
African American	--	--	2336	--	--	78	--	--	464	--	--	25	--	--	14	--	--	62	--	--	0
Hispanic	NC	NC	16391	NC	NC	81	NC	NC	458	NC	NC	28	NC	NC	16	NC	NC	56	NC	NC	0
Asian/Pacific Islander	--	--	1356	--	--	93	--	--	499	--	--	7	--	--	9	--	--	83	--	--	2
American Indian/Alaskan Native	--	--	3731	--	--	89	--	--	446	--	--	37	--	--	16	--	--	47	--	--	0
White	12	12	29053	52	52	84	447	447	492	42	42	8	42	42	12	17	17	79	0	0	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	13	13	50949	52	52	89	422	422	479	62	62	16	38	38	13	0	0	71	0	0	0
Limited English Proficient Students	--	--	4711	--	--	96	--	--	422	--	--	61	--	--	13	--	--	26	--	--	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	NC	NC	10168				NC	NC	453	NC	NC	32	NC	NC	18	NC	NC	50	NC	NC	0
Non-Economically Disadvantaged	10	10	44922				443	443	484	50	50	13	30	30	13	20	20	73	0	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	28	28	43	100	16	16	37	88	38	38	41
	Language	92	7	7	41	100	7	7	38	100	23	23	42
	Mathematics	92	30	30	59	100	13	13	56	100	32	32	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

SEES continues to institute a mandatory school uniform policy. We feel this contributes to an orderly, safe climate for learning. SEES maintains closed campus during school hours where students are expected to remain in designated, supervised areas.

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) :

2

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.

Contacts

	Name	Phone Number
School Site Council	Thea Andrade Yockus	(480) 481-5051
Transportation Policy		
Community Resources		
School Nutrition Programs		
Parent Organization	Sara Reimer	(480) 481-5051
Student Health/Nurse		

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."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards