

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile ¹:

- Alternative School
- Pre-K - 2
- New School

Sonoran Desert School

Sonoran Desert School
4448 E. Main Street, Suite 7, Mesa, AZ 85205-7916

Administrator: Mrs. Patricia Dalman
Schedule: 8:30 AM to 3:30 PM
Web Address: www.sdschool.org
E-mail: learn@sdschool.org

Grades: 9-12
2002 Enrollment: 65
Phone: (480) 396-5463
Fax: (480) 396-4980

∨ School Overview ∨

Mission

Sonoran Desert School upholds as its highest priority each student's right to achieve meaningful academic success, and therefore the right to prosper emotionally and to prepare intellectually for adult roles. SDS offers a self-paced, challenging curriculum that features computer applications and individualized instruction to meet the needs of 14 to 21 year-old students who would benefit from learning in an innovative, personalized school setting.

Organization and Philosophy

- w Self-paced, Individualized Program
- w Integrated Technology
- w Small Classes & School Uniforms
- w North Central Accredited

School/Academic Goals

- w To provide instruction at all levels that stimulates commitment to lifelong learning and open inquiry.
- w To give the highest priority to continuous growth in learning and teaching.

Instructional Programs

- w Accelerated Academic Curriculum
- w Individualized Mastery Learning
- w Project Learning
- w Technology Integration
- w Fine Arts Program
- w Postsecondary Preparation
- w Concurrent Community College Enrollment
- w AP Courses

- w To utilize computer technology in preparing students to function in not only the workplace, but also the Information Age.
- w To promote development of higher-order thinking skills.

Enrollment

October 1, 2001 School Year Student Enrollment:	47
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	60

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	1.00	Teacher	3.00
Other Professional Staff	1.00	Teacher Aide	0.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Sonoran Desert School will provide an atmosphere of mutual respect that is free from racism and other forms of prejudice and intolerance and assist individuals in responding to a continuously changing world. Through high expectations for both staff and students, Sonoran Desert School will seek to inspire and empower the individuals within its community to achieve excellence as scholars, citizens and human beings.

Parents

To help their children succeed, effective parents provide positive role models for their children. They spend time with their children supporting their children's interests, and they teach the pursuit of excellence and lifelong learning. SDS encourages parents to become involved with school activities and asks that parents do everything possible to ensure that their student is prepared to learn and attends school regularly.

∨ **Transportation Policy** ∨

Sonoran Desert School provides monthly city bus passes for transportation to and from school.

∨ 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

- W Sonoran Desert School was successful in achieving a competitive grant by the United States Department of Education under its Public Charter School Program.
- W Sonoran Desert School received accreditation by the North Central Association on April 9, 2002. Accreditation means that SDS has met the NCA-CASI standards on resources, personnel, and leadership necessary for effective education.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	21.4 %	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	55.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	38.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	62.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	25.2 %			9.5 %
Status Unknown ⁹	19.4 %			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
Master of Education in Curriculum and Technology	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

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	12	452	25%	67%	8%	0%
	State	49803	512	15%	23%	48%	14%
Writing	School	**	**	**	**	**	**
	State	50471	477	17%	23%	59%	1%
Mathematics	School	12	468	67%	25%	8%	0%
	State	50429	480	48%	19%	22%	10%

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

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												
9	Reading	--	--	44	--	--	43	72	24	43	13	--	43	100	35	43
	Language	--	--	39	--	--	39	72	19	40	13	--	41	100	25	42
	Mathematics	--	--	57	--	--	57	72	49	59	13	--	61	100	45	62
10	Reading	--	--	42	--	--	42	100	23	42	--	--	--	--	--	--
	Language	--	--	43	--	--	44	100	20	44	--	--	--	--	--	--
	Mathematics	--	--	47	--	--	49	100	30	50	--	--	--	--	--	--
11	Reading	--	--	46	--	--	44	100	24	45	--	--	--	--	--	--
	Language	--	--	43	--	--	42	100	24	44	--	--	--	--	--	--
	Mathematics	--	--	51	--	--	52	100	28	55	--	--	--	--	--	--

∨ 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;
therefore, no data to report.**

∨ 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

Sonoran Desert School provides a safe school environment by reinforcing positive behavior and consistently enforcing school rules that are clear, broad-based and fair.

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

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	NDS		
Transportation Policy	Patricia Dalman	(480) 396-5463	
Community Resources	Patricia Dalman	(480) 396-5463	
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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