



Life School College Preparatory - Payson

Life School College Preparatory, Inc.
166 Ezell Drive, Payson, AZ 85541
P.O. Box 3043, Payson, AZ 85547-3043

ARIZONA
School Report Card
2000-2001

Director: Mr. Patrick Tatum
Schedule: 7:30 AM to 4:00 PM
Web Address: www.lifeschool.net
E-mail: lifeschool@aol.com

Grades: 5-8
1999 Enrollment: NEW
Phone: (520) 468-1122
Fax: (520) 468-1123

∨ School Overview ∨

Mission

Life School College Preparatory empowers children: Small campuses, individualized programs. The whole idea is to meld the resources of the system around each child. LSCP empowers parents: Choice of programs, choice of teachers and Individual Learning Plans. The whole idea is to treat parents as valued clients. LSCP empowers teachers: Individual budgets, curriculum latitude, ILPs, freedom to open your own site. The whole idea is to find the best teachers.

Organization and Philosophy

- w College Preparatory
- w Professional Mentors
- w Individualized Learning Plans
- w Career Exploration Program

School/Academic Goals

- w All students will be critical consumers of information.
- w All students will strive for their future career goals through Individual Learning Plans.

Instructional Programs

- w Small Classes
- w Parent Volunteers
- w Individual Learning Plans
- w Prentice Hall
- w Back-to-Basics
- w Mastery-based Learning
- w Modified Year-round Calendar

- w All students are socially responsible participants in school community development.
- w All students are consistently challenged to achieve goals beyond their grade level.

Enrollment

2000-2001 School Year Student Enrollment as of 8/24/00:	45
Accepting New Students in 2000-2001 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 1999-2000:	NEW

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

Council Duties

∨ **Staffing Information** ∨

School administration and instruction for school year 2000-2001 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
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	1	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

∨ **Shared Responsibilities** ∨

School

Life School provides a safe, pre-professional learning environment with professional mentors, an individualized curriculum and community career contacts.

Parents

Parents provide transportation, support of dress code, curriculum, etc., as well as close involvement with the mentor in drawing up and facilitating an Individual Learning Plan for each child.

∨ **Transportation Policy** ∨

Transportation is provided at three bus stops in the Payson city limits. Call office for details.

∨ Calendar Information ∨

Number of Instruction Days:	185	First Day of School:	7/24/00
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	6/8/01
Number of Year-round Tracks:	0	Operates on Traditional Schedule	

Report Card Release Dates

Additional Calendar/Report Card Information

Life School provides progress reports indicating to the parent the student's achievement level. Parent/Teacher conferences are scheduled on a regular basis; however, parents may request additional conferences at any time.

∨ Resources Available at School Site ∨

Nutrition and Limited English Proficient Programs

Federal food programs available to eligible² students:

Breakfast - No Lunch - No Summer Food - No

Limited English Proficient programs³ available to eligible students:

Bilingual - No ESL - No ILEP - No

² 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.

³ Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Language Education Program (ILEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an ILEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An ILEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

Special Facilities

W Computers in Each Classroom - 5/1 Ratio

W Located on 1 Acre in the Woods

W All Computers Internet Accessible

Extracurricular Activities

W Supporter of Boy Scouts

W Dance, Art and Music

School/Community Resources

W Health Services

W Informed Counseling (Career)

W ACT/SAT Prep Courses

W Community College

W Distance Learning (NAU & U of A)

W Local Rodeos

W Craft Fairs and Art Shows

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 1999-2000.

1999-2000 School Achievements/Accomplishments

W New school.

Student Information: 1999-2000 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	NEW	94.7%	93.4%	94.1%
Transfers Out ⁴	NEW	13.2%	12.2%	12.7%
Transfers In ⁵ : Within District	NEW	2.2%	1.8%	2.1%
Transfers In ⁵ : Out-of-District	NEW	5.9%	5.5%	5.8%
Promotion Rate ⁶	NEW	97.7%	95.4%	82.3%
Retention Rate ⁷	NEW	1.4%	2.4%	5.1%
Dropout Rate ⁸	NEW			12.2%
Status Unknown ⁹	NEW			7.0%

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 1999-2000 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 1999-2000 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1999-2000 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 1999-2000 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 1999-2000 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1998-1999 school year, to include activity during the summer of 1998. 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 1999-2000 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 1998-1999 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

<u>Award/Honor</u>	<u>Year</u>
First Charter Approved in Arizona	1994
President State and National Association	1996
ASU Honors Program Acceptee	1996
Partnership with Community College	1996

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is a test designed to measure each student's progress in learning the Arizona Academic Standards. Effective with the Class of 2002 (tenth graders in 1999-2000), students must meet or exceed the Standard on the reading and writing portions of AIMS in order to be eligible for a high school diploma. Students in the class of 2004 must also pass the math portion as a graduation requirement. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing or math will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5 and 8 will also take AIMS.

AIMS Results, 1999-2000

New school; therefore, no data to report.

∨ 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 2000-01 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 ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores 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 five 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

New school; therefore, no data to report.

∨ 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 1999 and 2000. 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 2000. Average student growth over the course of the past academic year is compared to a national average in the table below. One hundred percent (100%) indicates that students in a particular grade level at the school have achieved an average amount of growth compared to a national sample. A percentage greater than 100 percent indicates student growth was greater than the national average.

New school; 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 orderly environment for learning. The *2000 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Life School has a small, safe campus with a Zero-tolerance Policy regarding tobacco, alcohol, drugs and violence. The secure physical location of the school enhances safety.

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).

NEW

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NEW	NEW
Classroom Supplies	NEW	NEW
Administration	NEW	NEW
Support Services-Students	NEW	NEW
Other Support Services and Operations	NEW	NEW
Total Expenditures- All Categories 1999-2000	NEW	NEW

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 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.

▽ Classroom Enhancement Funds 1999-2000 ▽

For fiscal year 1999-2000, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, Arizona Revised Statutes, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 1999-2000 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$23,171.68 [\$18.48 per Student x Enrollment (ADM)].

New school; therefore, no data to report.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Patrick Tatum	(520) 468-1122	
Transportation Policy	Patrick Tatum	(520) 468-1122	
Community Resources	Patrick Tatum	(520) 468-1122	
School Nutrition Programs	NDS		
Parent Organization	Patrick Tatum	(520) 468-1122	
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 <http://www.ade.state.az.us/srcc/> 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."