ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile[1]:

- ☐ Alternative School
- ☐ Pre-K - 2
- ☑ New School

Khalsa Montessori School - Tucson

Khalsa Family Services
3701 E. River Road, Tucson, AZ 85718

Director: Ms. Nirvair K. Khalsa
Schedule: 8:00 AM to 3:30 PM
Web Address: khalsa.theriver.com
E-mail: khalsa@theriver.com

Grades: Pre-K-8
2002 Enrollment: 167
Phone: (520) 529-3611
Fax: (520) 615-0625

School Overview

Mission

We provide a Montessori education in a nurturing environment in central Tucson. We support creative, holistic, hands-on learning and encourage academic excellence, personal growth and a cooperative community spirit. Our goals and assessments reflect our concern for whole-child development and focus on thinking skills, creative expression, physical development and social responsibility.

Organization and Philosophy

- Charter School
- Montessori Program
- Multiage Classrooms
- Independent Choices/Self-paced Work

Instructional Programs

- On-site Private Preschool Available
- Private Afternoon Kindergarten Available
- On-site Before/After School Care
- Suzuki Violin Instruction
- Athletes-in-Training Program
- Dance/Movement/Arts/Music Program

School/Academic Goals

- Establish in each child mastery of fundamental skills, critical thinking, reasoning, creative problem solving, applied knowledge.
- Allow a wide variety of avenues for creative expression through the arts.
- Encourage physical development by providing a wide variety of activities including sports, yoga and dance.
- Encourage in each child a sense of personal meaning; responsibility for themselves, each other and our world; love of learning and confidence.

Enrollment

October 1, 2001 School Year Student Enrollment:	49
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	150

[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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

School Site Council

Council Composition

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

Council Duties

- Parent/Educator Relations
- Staff Support
- School Safety Issues
- Extracurricular Activities
- Fundraising

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	1.00	**Teacher Aide**	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

	Degree			
Experience	**Bachelor's**	**Master's**	**Doctorate**	**Other**
3 or fewer years	9	0	0	2
4 to 6 years	5	1	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Shared Responsibilities

School

Khalsa School provides nurturing care in an excellent, safe and attractive facility. We provide quality Montessori learning materials and supplies, trained and certified Montessori instructors, as well as special classes taught by professionals.

Parents

Parents are responsible for ensuring regular school attendance, transporting children to and from school, and providing a nutritious lunch daily. If they are able, parents supply personal school supplies such as pencils. Parents are requested to volunteer 20 hours per year and are welcome to be involved.

Transportation Policy

Parents are responsible for transporting children to and from school. Parents with special circumstances may contact the school to make other arrangements.

V Calendar Information V

Number of Instruction Days:	177	**First Day of School:**	8/19/02
Average Daily Instruction Time:	5 hrs. 30 min.	**Last Day of School:**	5/26/03

Operates on Traditional Schedule

Report Card Release Dates

Additional Calendar/Report Card Information

Parents receive written reports twice a year at conference time. These reports include information from portfolios and multiple-intelligence profiles. These assessments document a child's individual progress and do not assign a letter grade. Assessment and feedback is given on an as-needed basis.

V Resources Available at School Site V

Nutrition Programs

Federal food programs available to eligible[3] 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 School Library
- W School Garden/Habitat/Tortoise Habitat

Extracurricular Activities

- W Suzuki Violin
- W University of Arizona Drama/Music Prod.
- W Tucson Museum of Art Docent Classes
- W Drama Classes
- W Tucson Symphony Field Trips
- W Soccer Teams for Kids and Moms
- W After School Special Classes
- W Various Field Trips

School/Community Resources

- W Day Care
- W DES Services
- W Parent Participation
- W Afterschool Program
- W Parenting Programs

v Indicators of Success v

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

w NDS

Student Information: 2001-02 Student Activity Rates

	School	Arizona K-6	Arizona 7-8	Arizona 9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	3.3 %	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**	2.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	97.3 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	2.7 %	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.

v School Honors v

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

Award/Honor	Year
NDS	

V Academic Achievement Indicators V

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

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 3

		Number Tested	MS	FFB	A	M	E
Reading	**School**	**17**	**531**	**6%**	**18%**	**35%**	**41%**
	State	58840	524	9%	17%	45%	29%
Writing	**School**	**18**	**545**	**11%**	**0%**	**78%**	**11%**
	State	57282	541	10%	12%	63%	16%
Mathematics	**School**	**18**	**504**	**17%**	**22%**	**44%**	**17%**
	State	59030	517	11%	27%	35%	27%

Grade 5

Reading	**School**	**16**	**511**	**6%**	**6%**	**69%**	**19%**
	State	61305	505	21%	20%	43%	15%
Writing	**School**	**16**	**521**	**6%**	**12%**	**81%**	**0%**
	State	59599	512	17%	26%	42%	16%
Mathematics	**School**	**16**	**513**	**0%**	**31%**	**25%**	**44%**
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	**School**	--	--	--	--	--	--
	State	57484	504	24%	20%	40%	16%
Writing	**School**	--	--	--	--	--	--
	State	55420	493	15%	42%	41%	2%
Mathematics	**School**	--	--	--	--	--	--
	State	57734	459	39%	40%	14%	7%

[1]Results reflect student performance on the English form of AIMS.
[2]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."

V Mathematics Education and AIMS V

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**.

V Academic Achievement Indicators V

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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	**Content Area**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**
1	Reading	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	--	--	53	--	78	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	--	56	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	--	47	61
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	--	79	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	--	68	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	--	56	56
4	Reading	--	--	53	--	--	54	--	--	54	--	--	55	--	77	55
	Language	--	--	47	--	--	49	--	--	48	--	--	50	--	63	50
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	--	56	58
5	Reading	--	--	51	--	--	51	--	--	51	--	--	51	--	74	53
	Language	--	--	42	--	--	44	--	--	45	--	--	45	--	60	47
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	--	62	59
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	--	73	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	--	72	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	--	75	65
7	Reading	--	--	52	--	--	53	--	--	52	--	--	53	--	--	55
	Language	--	--	52	--	--	54	--	--	54	--	--	55	--	--	58
	Mathematics	--	--	53	--	--	55	--	--	56	--	--	58	--	--	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	--	--	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	--	--	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	--	--	59

V Measure of Academic Progress V

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[9] 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	*	*
Grades 3-4	69	77
Grades 4-5	45	40
Grades 5-6	*	*
Grades 6-7	**	**
Grades 7-8	**	**

*Less than 10 students matched **No information available ***Not applicable

V School Safety V

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 Montessori curriculum promotes cooperation and self-fulfillment in our students. Students are treated with respect and kindness and are expected to treat others in the same way.

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
School Site Council	Gurumeet Khalsa	(520) 529-3611	
Transportation Policy	Gurumeet Khalsa	(520) 529-3611	
Community Resources	Gurumeet Khalsa	(928) 529-3611	
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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