

# ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile<sup>1</sup>:

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

## Crown Charter School

Crown Charter School, Inc  
6532 N. El Mirage Road, Glendale, AZ 85307  
Mailing Address: P.O. Box 363, Litchfield Park, AZ 85340

Director: Mr. James Shade

Schedule: 7:00 AM to 5:00 PM

Web Address: Unpublished or Unavailable

E-mail: [crowncharter4u@aol.com](mailto:crowncharter4u@aol.com)

Grades: K-6

2002 Enrollment: 129

Phone: (623) 535-9300

Fax: (623) 535-5410

### ∨ School Overview ∨

#### Mission

MISSION STATEMENT: To provide a highly successful educational experience to all students by implementing a Great Beginnings program of innovation and a strong foundation for the new learner and a New Start intervention program for students who have fallen through the proverbial cracks. Philosophy: We believe that by providing the right sequential academic learning tools and methodologies that energize the classroom, both students and teachers shall enjoy academic success.

#### Organization and Philosophy

- w Success for all students is possible
- w Lessons designed sequentially
- w Learning through positive reinforcement
- w Awareness of students need for movement

#### Instructional Programs

- w Energized teacher presentations
- w Strong core foundation
- w Enrichment programs for all students
- w After School - music, games, tutoring
- w Computer enriched academic lessons
- w Strong Science exploration program
- w Math/music integration program
- w Reader's theater style daily reading

#### School/Academic Goals

- w All kindergarten and 1st grade children will be reading by the end of the school year, adding and subtracting at least 1/2 year above grade level.
- w All students enrolled shall be pre-tested at the beginning of the year for needs assessment; track growth throughout the year.
- w All full year students entering as non-readers or reading below grade level in grades 2-6 shall advance at least 1 1/2 grade levels by the end of the year.
- w Students will enjoy learning and exhibit excitement about coming to school and their education. Tangible evidence of their achievements will be reflected as pride and high self-esteem.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	189
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	89

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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:

<b>Position</b>	<b>Number</b>	<b>Position</b>	<b>Number</b>
Administrator	2.00	Teacher	6.00
Other Professional Staff	1.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

**School**

The school takes its responsibility to provide the opportunity for each child to access the best possible educational experience in the area. The staff and administration invite parents to openly communicate and set conferences anytime throughout the year. The school provides a newsletter, memos and notices to the parents on a regular basis, as well as posts board meetings and other activities at the school. There is a parent support group to assist with organizing school/parent activities.

**Parents**

Parents should see that students arrive on time, wear the appropriate uniforms and see that the child has plenty of rest and proper nutrition. Parents should see that their child completes homework assignments timely. Parents are required to contribute a total of 3 hours of service in an area of their choice to the school for the school year.

∨ **Transportation Policy** ∨

The school does not provide transportation.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 179                      **First Day of School:** 8/19/02  
**Average Daily Instruction Time:** 6 hrs. 0 min.      **Last Day of School:** 5/30/03  
**Operates on Trimester Schedule**

**Report Card Release Dates**

11/26/02                      2/28/03                      5/27/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No                      Lunch - No                      Summer Food - No

<sup>3</sup> 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 Large open rooms for student activities                      W Computer lab
- W Rain forest lunch area

**Extracurricular Activities**

- W Baton twirling                      W Dancing
- W Computer activities during/after school                      W Social games
- W Board games

**School/Community Resources**

- W Extended academic day                      W Full day kindergarten available
- W Tutoring

## ∨ 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 All kindergarten children were reading by the end of the school year. All students in 1st grade could read by the end of the school year. K and 1st grade students learned to add 2 digit and column math.
- W Proudly we share the excitement of bringing 3 third graders to post high school in various subjects. Our students who entered at grade level were advanced above grade level in most subjects. A unique challenge in math. JOIN THE 30 SEC. CLUB.
- W There were 2 students in 2nd grade that were non-readers. Crown School taught them to read at 2.2 grade level by the end of the year. At risk and low achievers at multiple grade levels were well on their way to catching up with their peers.
- W Several students were so bright we moved them from 3rd and 4th grade work to 6th grade work and they passed each test with honors. A 6th grader attained post high school in 3 subjects. Their good character is something we shout about.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	97.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	63.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	0.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Trophies awarded to 15 students - outstanding math	2002
2 Students of the year with \$25.00 cash award each	2002
Kindergarten reading at 2.5 grade level - special honor	2002
3 Teachers - Outstanding teacher - special honor	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	**	**	**	**	**	**
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	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

<b>Reading</b>	School	**	**	**	**	**	**
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	**	**	**	**	**	**
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	**	**	**	**	**	**
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>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."

## ∨ 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	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	--	--	53	27	21	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	27	18	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	27	21	61
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	55	45	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	55	46	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	55	45	56
4	Reading	--	--	53	--	--	54	--	--	54	--	--	55	36	**	55
	Language	--	--	47	--	--	49	--	--	48	--	--	50	36	**	50
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	36	**	58
5	Reading	--	--	51	--	--	51	--	--	51	--	--	51	25	**	53
	Language	--	--	42	--	--	44	--	--	45	--	--	45	25	**	47
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	25	**	59
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	11	**	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	11	**	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	11	**	65

## ∨ 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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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
<b>Grades 2-3</b>	*	*
<b>Grades 3-4</b>	*	*
<b>Grades 4-5</b>	**	**
<b>Grades 5-6</b>	*	*
<b>Grades 6-7</b>	***	***

\*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

Teachers are on a committee that studies classroom management and playground safety and makes reports and contributes to policy to minimize normal children's 'ouches.' Although there is no violence, we are overly protective and we have a security officer on the campus to issue badges for outside people and parents on campus. There is a sign-out to keep record of who is picking up the child.

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 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
<b>School Site Council</b>	NDS	
<b>Transportation Policy</b>	NDS	
<b>Community Resources</b>	Tony Arroya	(623) 535-9300
<b>School Nutrition Programs</b>	NDS	
<b>Parent Organization</b>	Parent Support Group	(623) 535-9300
<b>Student Health/Nurse</b>	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/](http://www.ade.az.gov/srcs/) on the Internet.

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