

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile ¹:

Alternative School

Pre-K - 2

New School

Children Reaching for the Sky Elementary School

The Griffin Foundation, Inc.
1844 S. Alvernon Way, Tucson, AZ 85711

Superintendent: Mr. Lee Griffin

Schedule: 8:00 AM to 5:00 PM

Web Address: www.crscharterschool.com

E-mail: griffin28@msn.com

Grades: K-6

2002 Enrollment: 156

Phone: (520) 790-8400

Fax: (520) 620-6570

∨ School Overview ∨

Mission

The mission of Children Reaching for the Sky Charter School is to give each student, regardless of ability, difference, or diversity, access to the curriculum that is meaningful and that allows the student to use his or her strengths in order to develop their full potential and become knowledgeable and productive members of society.

Organization and Philosophy

- w Multicultural Prep. Charter School
- w Computer Technology-based
- w Student-Parent Centered

School/Academic Goals

- w Placing all aspects of knowledge in a factual historical context, establishing relevancy, and building children's goals through human perspectives and relationships.
- w Developing the ability to articulate concepts through precise use of the language (correct grammar, expanded vocabulary, creative expression, and appreciation of reading/literature) opens doors to greater educational and career achievements.
- w Studying, recognizing, and practicing positive character attributes to promote individual skills and assets that are important to our society.
- w Utilizing the full range of current technology that promotes a greater depth of knowledge and experience, and develops skills essential for the New Millennium economy in which our students will live.

Instructional Programs

- w Multicultural Curriculum
- w Technology Based Curriculum
- w ESL Programs
- w Extracurricular Activities
- w Rise and Shine Program
- w Accelerated Curriculum
- w Languages Curriculum (Spanish)
- w Music Curriculum (Keyboard and Guitar)

Enrollment

October 1, 2001 School Year Student Enrollment:	NDS
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	82

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

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

Council Duties

- w Student Character Development
- w School Enrichment Programs
- w Public Awareness
- w Volunteer Organization
- w Improve Communication

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	8.00
Other Professional Staff	1.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Children Reaching for the Sky will prepare students with the basic skills such as reading, writing, math, science, and additional technology skills that are necessary in order to succeed in tomorrow's society. Teachers will demand high standards from students in all academic areas. In order to reach CRS goals, parents will be expected to support students and staff mission.

Parents

Because providing a positive learning environment is a primary focus at Children Reaching for the Sky, we expect that all parents will encourage students to follow the three Rs of behavior: Respect, Responsibility, and Rules of the school. The parents are also encouraged to assist students with homework each night and to support them in any extracurricular activities that they may be involved in.

∨ **Transportation Policy** ∨

Children Reaching for the Sky Charter School will transport students on a need basis only. The majority of students will be dropped-off and picked-up by parents or walk if their homes are less than three blocks away from the school. Students that require bus transportation will be designated to wait in neighborhood pick-up points. These points will be designated by the Superintendent of Schools.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/19/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 6/25/03
Operates on Extended Schedule

Report Card Release Dates

10/23/02 1/16/03 3/27/03 6/25/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ 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 Computer Lab
- W Library (Multicultural)
- W Multimedia Room
- W Music Room

Extracurricular Activities

- W Jump Rope Club
- W Boy Scouts
- W Girl Scouts
- W Assembly U of A CATS Program
- W Assembly U of A Cheerleaders
- W Ballet Folklorico Dance Troupe
- W Patriotic Assemblies
- W Open House/School Carnival

School/Community Resources

- W Before/After School Programs
- W Community Food Bank
- W American Red Cross
- W Nutrition Community Resources
- W Grandparents Raising Grandchildren
- W Wells Fargo Teacher's Grant Program
- W Las Familias Counseling Agency
- W Pima County Health Dept

∨ 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

- | | |
|--|---|
| <p>W Children Reaching For The Sky successfully completed their first year of operation with a 99% student passing rate. Each child achieved the level of mastery for each of their grade levels and mastered AZ standards for curriculum and instruction.</p> <p>W A strong Parental Involvement Program was initiated and developed. Their activities included a very successful Family Fun Night which had over 350 people in attendance.</p> | <p>W A positive, well-developed media advertising campaign and Open House produced triple growth enrollment for the following 2002-03 school year. The Open House had over 300 parents and students in attendance.</p> <p>W Joint efforts of our community-based resources were utilized through culminating activities with many agencies. Some of these included a U of A Student Internship Program for Psychology Majors, Nutrition Ed. with local Comm. Food Bank.</p> |
|--|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	87.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	53.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	2.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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.

∨ School Honors ∨

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

Award/Honor	Year
NDS	

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

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

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												
1	Reading	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	--	--	53	--	31	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	--	29	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	--	39	61
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	--	32	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	--	49	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	--	53	56
4	Reading	--	--	53	--	--	54	--	--	54	--	--	55	--	**	55
	Language	--	--	47	--	--	49	--	--	48	--	--	50	--	**	50
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	--	**	58
5	Reading	--	--	51	--	--	51	--	--	51	--	--	51	--	**	53
	Language	--	--	42	--	--	44	--	--	45	--	--	45	--	**	47
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	--	**	59
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	--	--	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	--	--	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	--	--	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 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.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	**	**
Grades 3-4	**	**
Grades 4-5	**	**
Grades 5-6	**	**
Grades 6-7	***	***

*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

The Principal, along with other staff members, will monitor students' behaviors and appropriate language usage in classrooms and school buildings. School desks that did not contain concealed compartments were purchased so that items could not be easily hidden from teachers.

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	NA	NA
Classroom Supplies	NA	NA
Administration	NA	NA
Support Services-Students	NA	NA
Other Support Services and Operations	NA	NA
Total Expenditures- All Categories 2000-2001	NA	NA

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	CRS Advisory Council	(520) 790-8400	
Transportation Policy	Lee Griffin	(520) 790-8400	
Community Resources	Diane Cowell	(520) 740-0041	
School Nutrition Programs	Diane Cowell	(520) 740-0041	
Parent Organization	PTO	(520) 790-8400	
Student Health/Nurse	Sarah Corral	(520) 790-8400	

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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