

# ARIZONA SCHOOL REPORT CARD 2002-03

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

Alternative School

Pre-K - 2

New School

## Solon Senior Academy Charter School

Advanced Education Services  
1375 N. McClintock Drive, Chandler, AZ 85226

Director: Mr. Kevin Sieling  
Schedule: 8:00 AM to 4:00 PM  
Web Address: [www.solonschoolsgroup.com](http://www.solonschoolsgroup.com)  
E-mail: [solonschools41b@aol.com](mailto:solonschools41b@aol.com)

Grades: 4-10  
2002 Enrollment: 100  
Phone: (480) 899-7717  
Fax: (480) 899-7793

### ∨ School Overview ∨

#### Mission

Our mission is to provide each child and family we serve with quality educational programs and services while developing a sense of self-worth and traditional values so all students will reach their full potential and be empowered to lead successful and productive lives. We believe: Every child can learn and should be given that opportunity; progress in education requires mutual respect and partnership among students, parents and school; excellence is the goal for which to strive.

#### Organization and Philosophy

- w Exemplary Charter School
- w Direct Instruction
- w Small Class Sizes
- w Elevated Academic and Behavior Standards

#### Instructional Programs

- w Research-based Direct Instruction
- w High Academic Standards
- w Technology-based Learning
- w Prologue and Epilogue w/Mentors
- w Art, Spanish, & PE
- w Student Council
- w Ability Groupings in Core Subjects
- w Before and After School

#### School/Academic Goals

- w Language Arts: Students will demonstrate mastery in the areas of reading, writing, listening, speaking and presentation, at or above grade-level expectations, and the ability to apply these skills in increasingly challenging and diverse situations.
- w Math and Science: Students will demonstrate mastery of mathematical skills and scientific investigation, at or above grade-level. These skills and strategies will be applied to real-world situations in an effort to attach relevance and understanding.
- w All Courses: Students will develop foundation knowledge, skills and understanding in all curricular areas as defined by the Arizona Academic Standards.
- w The student body will achieve at or above the 50th percentile on nationally normed and state-mandated testing.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	50
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	20

<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**

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

**Council Duties**

- w School Improvement
- w School Safety
- w Business and Community Involvement
- w Curriculum
- w Extracurricular Activities
- w Student Government

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	12.00
Other Professional Staff	2.00	Teacher Aide	1.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

Every staff member, teacher and administrator will promote the educational needs of students in a caring, professional manner. We will seek opportunities to inspire, guide and direct students, and to serve as role models as students mature mentally, physically and socially. We will provide a supportive environment that emphasizes core values, self-accountability and shared responsibility. We will partner with parents to create an educational program that is comprehensive and effective.

**Parents**

We believe that success in education relies upon creating a supportive partnership among parents, students, community and school. We expect our students and their parents to share our academic and behavioral goals, to participate fully in the educational process, to become active members of the school community and to provide feedback to the school regarding objectives and performance.

∨ **Transportation Policy** ∨

It is the responsibility of each parent to provide transportation to and from school. The school currently provides transportation to those parents participating in the extended day program. Transportation is provided from the Junior Academy to the Senior Academy. Carpool opportunities and information are also available through the Family & Teacher Council.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	185	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 15 min.	<b>Last Day of School:</b>	6/4/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/24/02	1/17/03	4/3/03	6/4/03
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### Additional Calendar/Report Card Information

Progress reports will be issued at half-way intervals between report cards. 9/16/02, 11/25/02, 2/18/03, 5/5/03.  
Two parent conferences will occur each year.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>2</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.

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#### Special Facilities

W Smart Lab	W Art Room
W Playground, Fenced Courtyard	W Library

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#### Extracurricular Activities

W Charter Athletic Association	W Yearbook
W YMCA	W Student Council
W Social Committee	

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#### School/Community Resources

W Advisory Council	W YMCA Partnership
W Karate School	W Just Jump
W Local Libraries	

## ∨ 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 Newer school.

w Solon Schools Group is a division of (AES) Advanced Education Services. AES was established in 1989 to serve the needs of exceptional children. Over the years, their mission has expanded to private schools, charter schools, and nonpublic schools.

w Houses one of the newest SmartLabs in Arizona.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>3</sup>	0.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>4</sup> : Within District	3.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	18.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>5</sup>	96.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>6</sup>	3.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>7</sup>	0.0 %			9.5 %
<b>Status Unknown</b> <sup>8</sup>	0.0 %			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>3</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>4</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>5</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>6</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>7</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>8</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
Newer School	

## ∨ 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 5</b>	<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%

#### 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 8

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

#### Grade 10 (Class of 2003)<sup>2</sup>

<b>Reading</b>	School	--	--	--	--	--	--
	State	49803	512	15%	23%	48%	14%
<b>Writing</b>	School	--	--	--	--	--	--
	State	50471	477	17%	23%	59%	1%
<b>Mathematics</b>	School	--	--	--	--	--	--
	State	50429	480	48%	19%	22%	10%

<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												
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	75	38	53
	Language	--	--	42	--	--	44	--	--	45	--	--	45	81	35	47
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	88	57	59
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	100	55	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	100	51	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	100	58	65
7	Reading	--	--	52	--	--	53	--	--	52	--	--	53	100	38	55
	Language	--	--	52	--	--	54	--	--	54	--	--	55	93	37	58
	Mathematics	--	--	53	--	--	55	--	--	56	--	--	58	93	41	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	100	55	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	100	35	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	100	71	59
9	Reading	--	--	44	--	--	43	--	--	43	--	--	43	--	51	43
	Language	--	--	39	--	--	39	--	--	40	--	--	41	--	47	42
	Mathematics	--	--	57	--	--	57	--	--	59	--	--	61	--	51	62
10	Reading	--	--	42	--	--	42	--	--	42	--	--	--	--	--	--
	Language	--	--	43	--	--	44	--	--	44	--	--	--	--	--	--
	Mathematics	--	--	47	--	--	49	--	--	50	--	--	--	--	--	--

## ∨ 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.**

	<b>Reading</b> Percentage of Students Achieving One Year's Growth	<b>Math</b> Percentage of Students Achieving One Year's Growth
<b>Grades 3-4</b>	***	***
<b>Grades 4-5</b>	*	*
<b>Grades 5-6</b>	*	*
<b>Grades 6-7</b>	*	*
<b>Grades 7-8</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

Solon Senior Academy believes school is much more than reading, writing and arithmetic. It is a place for social interaction, for friendships and for learning the boundaries of positive and acceptable behavior. We believe small class sizes, mandatory uniforms, a strict code of ethics and an effective teacher/mentor program help to create an educational environment that is safe, supportive and a haven where all students can focus on reaching their full potential.

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

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>	Kevin Sieling	(480) 782-1082	
<b>Transportation Policy</b>	Don Wood	(480) 899-7717	
<b>Community Resources</b>	Christine Baldanza	(480) 899-7717	
<b>School Nutrition Programs</b>	Movable Feast Catering Company	(480) 899-7717	
<b>Parent Organization</b>	Marion Rhoades	(480) 899-7717	
<b>Student Health/Nurse</b>	Peggy French	(480) 899-7717	

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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