

# ARIZONA SCHOOL REPORT CARD 2002-03

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

Alternative School

Pre-K - 2

New School

## Desert Marigold School

Valley of the Sun Waldorf Education Association, dba Desert Marigold School  
6210 S. 28th Street, Phoenix, AZ 85042

Director: Ms. Amy Bird

Schedule: 8:30 AM to 3:30 PM

Web Address: [www.arizonawaldorf.com](http://www.arizonawaldorf.com)

E-mail: [admin@arizonawaldorf.com](mailto:admin@arizonawaldorf.com)

Grades: Pre-K-6

2002 Enrollment: 110

Phone: (602) 243-6909

Fax: NDS

### ∨ School Overview ∨

#### Mission

Inspired by Rudolf Steiner's Waldorf Education system, the mission of the Desert Marigold School is to provide an educational context that emphasizes not only intellectual achievement, but also the imaginative, artistic, and moral growth of its students. By addressing their heads, hands and hearts, the schools will encourage students to be lifelong learners and independent thinkers, as well as self-motivated and self-disciplined, creative, adaptable and responsible individuals.

#### Organization and Philosophy

- w Tuition Free Charter School
- w Waldorf Methods, Multi-sensory
- w View the Child as a Whole Person
- w Emphasize Fundamental Values

#### Instructional Programs

- w Waldorf Inspired Curriculum
- w Age and Developmentally Appropriate
- w Handwork Skills
- w Curriculum Integrated w/Creative Arts
- w Music (recorder, singing, violin)
- w Clay Modeling, Drawing, Painting, Drama
- w Educate Whole Person, Body and Mind
- w Integrate Academics and Practical Skills

#### School/Academic Goals

- w To ensure each child's excellence in core academic skills integrated with the arts. To foster creativity and imagination. Allow students to have many different opportunities to learn concepts, as well as see the relationship to the larger whole.
- w To educate according to age and development, so that learning and growth are united. To provide a healthy, rhythmical school life. To nourish the spirit of curiosity so that students continue to learn long after the end of formal training.
- w To inspire lifelong learning; build a strong foundation for independent thinking; encourage fundamental values and life skills, including responsibility, perseverance, integrity, self-discipline, trustworthiness, friendship and compassion.
- w To address the developmental needs of the whole human being. To teach students to be good citizens; teachers to be better teachers and parents to participate in the educational experience.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	NDS
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	0

<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**

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

**Council Duties**

w Financial, Legal and Budgetary  
 w Staff Hiring and Termination  
 w Expulsion  
 w Long Term Site Planning  
 w Compliance

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	11.00
Other Professional Staff	2.00	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	4	2	0	1
4 to 6 years	0	0	1	1
7 to 9 years	0	1	1	0
10 or more years	0	0	0	0

∨ **Shared Responsibilities** ∨

**School**

Our responsibility to parents revolves around the concepts of communication, cooperation and participation. To these ends we encourage parents to attend monthly Parent Council meetings; parents to participate in school activities; parents to communicate with their children’s teachers; parents to contribute volunteer hours to support school programs and parents to indicate their approval of the school’s programs. To achieve these goals we have established a set of formal and informal tools.

**Parents**

In our earliest discussions with parents we establish the need for parents to be significant participants in the education of thier children. Prior to the first day of class teachers visit the families of their students. The goal is understanding, cooperation and involvement. Teacher meetings, teacher-aid times, Parent Council membership and volunteer projects are all opportunities for parents to participate and provide valuable input.

∨ **Transportation Policy** ∨

Desert Marigold School does not provide transportation. We do encourage and provide help coordinating car pooling.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/21/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	6/6/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

12/18/02	6/6/03
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### Additional Calendar/Report Card Information

Parent/teacher conferences are scheduled for November and February. These one-on-one meetings provide an opportunity for parents and teachers to share perspectives. At these meetings teachers present samples of the child's work, make suggestions for parental involvement and learn more about the child at home. Written end-of-year report describes, in detail, each student's progress.

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### ∨ Resources Available at School Site ∨

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#### 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.

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#### Special Facilities

W Large Campus Playgrounds  
W Pond

W Animal Care-Goats, Sheep, Chickens, More  
W Gardens

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#### Extracurricular Activities

W Extended Care Program

W Pre-School Program

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#### School/Community Resources

W Waldorf Education Adult Seminars

## ∨ 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 Converted to an Arizona Charter School in May 2002.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	0.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	0.0 %	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	0.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	0.0 %	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
Urban Wildlife Habitat Heritage Grant	1999
Certificate of Merit - Exemplary Learning Environment	1999
Target Outstanding School	1998

## ∨ 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	--	--	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	--	--	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	--	--	61
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	--	--	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	--	--	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	--	--	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 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 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 and staff set an example of mutual and self-respect that contributes to a standard of conduct for the school community. Teachers welcome each student individually, by name each day. It is the highest priority of the entire school community to provide a safe environment. The school staff is trained and empowered to handle improper conduct kindly, firmly consistently and effectively.

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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Clement Kichuk	(602) 243-6909	
<b>Transportation Policy</b>	Amy Bird	(602) 243-6909	
<b>Community Resources</b>	Amy Bird	(602) 243-6909	
<b>School Nutrition Programs</b>	Amy Bird	(602) 243-6909	
<b>Parent Organization</b>	Alice Stambaugh	(602) 243-6909	
<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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