

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Lura Kinsey Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Flagstaff Unified District
1601 S. Lone Tree Road, Flagstaff, AZ 86001

Principal: Mr. LeRoy N. Shingoitewa

Schedule: 8:00 AM to 4:00 PM

Web Address: www.flagstaff.k12.az.us/kinsey

E-mail: lshingoi@flagstaff.apsc.k12.az.us

Grades: K-6

2002 Enrollment: 454

Phone: (928) 773-4060

Fax: (928) 773-4070

∨ School Overview ∨

Mission

Kinsey students will be prepared academically, socially, physically and emotionally to become productive students. Recognizing our diverse cultural wealth, our school experiences are structured so that each child develops respect for self and others. We stress: Academic skills, ability to read and comprehend, technology skills, computational skills, writing, speaking and listening, positive self-esteem, critical thinking skills, self-directed learning skills, responsible behavior.

Organization and Philosophy

- w Innovative
- w Structured Grade-level curriculum
- w Community School concept
- w Site Decision-making

Instructional Programs

- w K-6 Saxon Math Program
- w K-6 PROS Reading Program
- w CLIP/Afterschool Tutoring
- w Character Education/Prevention Program
- w Apple Computer Lab
- w Special Education Resource Program
- w Gifted and Enrichment Program
- w FACTS Afterschool Program

School/Academic Goals

- w To successfully meet each child's academic needs using a variety of materials, methods and processes that promote creative and critical thinking. Increase scores in Math, Reading and Language Arts on the SAT 9 tests.
- w Community School Concept
To increase parent and community involvement through active participation in school programs and site management.
- w To promote the development of responsible, intelligent and actively participating citizens. Character Education building objectives.
- w To encourage individual exploration and self-expression through visual and hands-on learning activities.

Enrollment

October 1, 2001 School Year Student Enrollment:	555
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	25

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

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

Council Duties

- w Capital Outlay Budget
- w Parent/Educator Relations
- w School-wide planning
- w Extracurricular Activities
- w School Safety Issues
- w Improving Standardized Test Scores

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	6.00	Teacher Aide	7.00

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	0
4 to 6 years	6	3	0	0
7 to 9 years	3	2	0	0
10 or more years	6	15	1	0

∨ **Shared Responsibilities** ∨

School

The responsibilities Kinsey School has to its parents is to create a safe and stimulating climate for optimal learning; help students become responsible, contributing citizens within their home, community and school environment; provide information through newsletters, handbook, grade checks, home visits, phone calls and an open-door policy; provide vehicles of participation through PTO, Parent Volunteers, Site-based Committees, and school/districtwide committees.

Parents

The responsibilities of parents of Kinsey children are to send their children to school regularly; practice good personal cleanliness; respect themselves and others; value education; display a level of readiness; and provide proper clothing and nourishment. Parents should provide children positive learning assistance and a place in the home conducive to learning. Parents should make themselves available for partnerships that ensure the best educational experience for their child.

∨ **Transportation Policy** ∨

We provide regular school bus service to and from school for the following: Students with disabilities who require transportation as indicated in their Individual Education Programs; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; and students who live more than one mile from school. Furthest two bus routes are 25 miles one way to the south.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/26/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/5/03

Operates on Trimester Schedule

Report Card Release Dates

11/27/02	3/7/03	6/5/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 SFA/CLIP Tutoring Clinic	W Reading Center/FACTS After-school
W Library	W iMac Lab

Extracurricular Activities

W Technology Club	W Incentive Program
W ASTROS	W Big Brothers/Big Sisters Program
W FACTS	W Band/Strings
W Tutoring Time After-school	W Homework Club

School/Community Resources

W Breakfast/Lunch Programs	W Second Step Program
W School-based Clinic	W FACTS Afterschool Community Program
W Counseling Services	W Health Services
W Crisis Intervention	W Prenatal/Parenting Assistance

∨ 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 Kinsey has Pros Reading Program. Pros Reading is an intensive, research-based reading program for K-6. The Program was developed by teachers to meet the special needs of our students.</p> | <p>w Kinsey School has established a Family Support Team whose purpose is to identify and remediate the components of each at-risk student's life which interfere with the achievement of school success.</p> |
| <p>w CLIP/Tutoring is in use at Kinsey School. Children are given one-to-one, effective, intensive, reading instruction. STAR Learning Lab provides tutoring for all students in need.</p> | <p>w The establishment of an on-site, comprehensive violence prevention program. Students from K-6 participate in empathy awareness, problem-solving and anger management training.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	25.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.9 %	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
Wells Fargo Grant Recipient	1996
Sams Club Teacher of the Year	2001
Mobil Special Incentive Award	2001
Flagstaff Fire Department School Award	2001

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	45	522	0%	18%	60%	22%
	School State	58840	524	9%	17%	45%	29%
Writing	School	45	538	0%	18%	71%	11%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	47	518	2%	30%	51%	17%
	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	60	503	20%	20%	50%	10%
	State	61305	505	21%	20%	43%	15%
Writing	School	58	516	9%	26%	53%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	59	489	8%	49%	17%	25%
	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	--	--	--	--	--	--	--	--	--	61	63	60	--	--	--
2	Reading	--	--	--	100	34	50	70	52	52	68	46	53	74	48	57
	Language	--	--	--	100	27	40	100	45	43	81	32	44	82	34	48
	Mathematics	--	--	--	100	25	51	100	51	55	84	50	57	81	57	61
3	Reading	87	42	47	100	44	47	93	38	48	75	56	50	81	46	50
	Language	97	35	49	100	43	51	100	38	54	72	60	56	78	54	57
	Mathematics	96	26	46	100	38	49	100	34	52	79	53	54	81	58	56
4	Reading	81	50	53	100	52	54	74	51	54	77	40	55	73	52	55
	Language	96	38	47	100	43	49	80	49	48	77	39	50	73	49	50
	Mathematics	94	41	51	100	45	54	81	44	55	82	36	57	74	60	58
5	Reading	82	47	51	100	54	51	91	52	51	78	48	51	73	48	53
	Language	86	31	42	100	35	44	88	46	45	74	43	45	74	44	47
	Mathematics	86	35	51	100	42	54	94	37	55	83	41	57	74	54	59
6	Reading	99	49	53	100	61	54	74	50	53	84	54	54	58	54	56
	Language	100	35	41	100	46	44	81	44	44	84	48	45	58	46	47
	Mathematics	95	46	57	100	57	59	81	48	60	81	50	63	57	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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	65	82
Grades 3-4	78	86
Grades 4-5	72	75
Grades 5-6	77	88
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

Kinsey has developed and implemented a Discipline Point System that helps students and staff create a safe and orderly climate for learning. All staff members are committed to participate and provides staff to get to know all students of the school. Learning to Respect and assist one another is a key component in the program. Character Education is also being implemented for the 2002-03 school year.

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).

2

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	\$3,013	\$1,700,725
Classroom Supplies	\$2	\$908
Administration	\$342	\$192,833
Support Services-Students	\$185	\$104,603
Other Support Services and Operations	\$580	\$327,418
Total Expenditures- All Categories 2000-2001	\$4,121	\$2,326,487

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	Linda Sogge	(928) 779-5943	
Transportation Policy	Sharon Rickner	(928) 773-4170	
Community Resources	Cecelia Owens	(928) 779-6591	
School Nutrition Programs	Don Gala	(928) 773-6091	
Parent Organization	Angela Gray	(928) 773-4060	
Student Health/Nurse	Mary Kinney	(928) 773-4062	

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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