

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Kachina School

Peoria Unified School District
5304 W. Crocus, Glendale, AZ 85306-4399

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

Principal: Mr. Brad Henkel

Schedule: 7:30 AM to 4:00 PM

Web Address: kachina@peoriaud.k12.az.us

E-mail: Unpublished or Unavailable

Grades: Pre-K-8

2002 Enrollment: 685

Phone: (623) 412-4500

Fax: (623) 412-4509

∨ School Overview ∨

Mission

Kachina strives to provide an educational program that will promote the academic, emotional and social growth of our students. We believe that this will best be accomplished when mutual respect is shown through students, parents and staff working together to achieve this goal. Students at Kachina are provided with a safe and positive environment in order to achieve their highest potential. Meeting these goals will prepare our students to become productive, responsible citizens for the future.

Organization and Philosophy

- w Curriculum Alignment
- w Differentiated Learning - 4 Blocks
- w Team Teaching
- w Technology

School/Academic Goals

- w We will focus on increasing student performance in reading, writing and math as measured by the Stanford 9, AIMS and District Assessments.
- w We will develop curriculum maps for the entire school in reading and/or math.

Instructional Programs

- w Full-day Classes (Grades 1-8)
- w Half-day Kinder/Enrichment Kind. Classes
- w On-site Special Education Resource Class
- w Gifted Classes
- w Preschool Program
- w Self-contained Autistic Programs
- w Literary Program--LEAP
- w Title I Tutoring

- w We will be instrumental in supporting technology in the district.
- w We will provide a safe environment for students and staff.

Enrollment

October 1, 2001 School Year Student Enrollment:	700
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	100

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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w School Safety Issues
- w Budget
- w Curriculum Development
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	11.00

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	8	2	0	0
7 to 9 years	4	1	0	0
10 or more years	11	9	0	0

∨ **Shared Responsibilities** ∨

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

Parents

It is the responsibility of the parent to make sure their child is at school and to become part of the educational team.

∨ **Transportation Policy** ∨

Kachina is a walking school except for the students who are in the Autistic Special Education Program. They have transportation provided. Day care vans and buses are also provided.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/20/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02	1/8/03	2/6/03	5/20/03
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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 Computer Labs

W Media Center

W Art Room

W Multipurpose Room

Extracurricular Activities

W Student Council

W National Junior Honor Society

W Athletics

W Title I Tutoring

W At-risk Summer School

W Yearbook

School/Community Resources

W Breakfast/Lunch Programs

W Title I Tutoring

W Crisis Intervention

W YMCA Afterschool Program

W Boy/Girl Scouts

W Intervention Specialist

W Health Services

W Title I Tutoring Center

∨ 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 Literacy week for students to immerse themselves in quality literature.</p> | <p>W Stanford 9 scores that meet or exceed the state average.</p> |
| <p>W Broad-based community involvement through parent/child afterschool programs.</p> | <p>W Family night for parents that involve math activities and higher-level thinking skills.</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	11.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.3 %	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
Pride Of Peoria	2002
Award of Technology Classroom	2002
Raymond S. Kellis Leadership Award	2001
Race for the Cure-2nd in District	2000

∨ 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	School	63	522	8%	14%	46%	32%
		State	58840	524	9%	17%	45%	29%
Writing	School	59	532	7%	14%	68%	12%	
	State	57282	541	10%	12%	63%	16%	
Mathematics	School	58	512	10%	29%	40%	21%	
	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	57	510	12%	23%	47%	18%
	State	61305	505	21%	20%	43%	15%
Writing	School	55	527	9%	22%	49%	20%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	56	514	7%	38%	5%	50%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	73	513	12%	12%	56%	19%
	State	57484	504	24%	20%	40%	16%
Writing	School	73	503	3%	49%	45%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	79	458	41%	44%	13%	3%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	74	70	60	--	--	--
2	Reading	--	--	--	100	47	50	97	56	52	87	57	53	86	59	57
	Language	--	--	--	100	39	40	95	48	43	91	43	44	92	50	48
	Mathematics	--	--	--	100	45	51	97	51	55	93	67	57	93	56	61
3	Reading	100	57	47	100	47	47	100	43	48	96	55	50	91	56	50
	Language	100	48	49	100	41	51	100	43	54	92	55	56	93	57	57
	Mathematics	100	42	46	100	35	49	100	42	52	96	51	54	90	71	56
4	Reading	94	57	53	100	69	54	100	59	54	79	62	55	95	59	55
	Language	99	47	47	100	60	49	100	51	48	81	56	50	96	61	50
	Mathematics	95	45	51	100	59	54	100	51	55	84	60	57	98	62	58
5	Reading	100	52	51	100	56	51	100	55	51	88	59	51	83	65	53
	Language	100	49	42	100	48	44	100	44	45	87	54	45	83	56	47
	Mathematics	100	53	51	100	56	54	100	58	55	92	67	57	82	75	59
6	Reading	92	58	53	100	57	54	97	57	53	99	66	54	93	64	56
	Language	97	47	41	100	48	44	99	45	44	99	58	45	93	63	47
	Mathematics	97	62	57	100	69	59	98	66	60	100	70	63	100	70	65
7	Reading	85	68	52	100	57	53	100	61	52	88	64	53	94	62	55
	Language	86	64	52	100	62	54	100	62	54	85	64	55	93	60	58
	Mathematics	85	64	53	100	57	55	98	54	56	88	64	58	100	66	60
8	Reading	99	63	54	100	64	54	100	57	53	83	60	55	88	63	56
	Language	100	54	46	100	61	49	100	54	49	81	55	50	90	62	52
	Mathematics	100	55	52	100	63	54	100	54	56	83	67	58	91	67	59

∨ 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	76	78
Grades 3-4	77	73
Grades 4-5	77	82
Grades 5-6	84	86
Grades 6-7	73	82
Grades 7-8	70	83

*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

Clearly defining and enforcing school rules for student conduct. Practice quarterly crisis drills and monthly fire drills on campus. Require staff to wear ID badges and have visitors sign-in at the office and wear a visitor badge. We have a completely fenced campus. We keep the gates closed during school hours to promote safety.

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	\$3,144	\$2,112,963
Classroom Supplies	\$23	\$15,433
Administration	\$460	\$308,842
Support Services-Students	\$161	\$108,508
Other Support Services and Operations	\$823	\$552,881
Total Expenditures- All Categories 2000-2001	\$4,611	\$3,098,627

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	Brad Henkel	(623) 412-4500	
Transportation Policy	Steve Highlen	(623) 486-6006	
Community Resources	Jim Cummings	(623) 486-6000	
School Nutrition Programs	Willie Gentry	(623) 487-5183	
Parent Organization	Sandy Kanitsch	(623) 412-4500	
Student Health/Nurse	Cindy Staggs	(623) 412-4500	

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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