

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Kingswood Elementary School

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

Dysart Unified District  
15150 W. Mondell Road, Surprise, AZ 85374

**Principal:** Mr. Paul Tighe

**Schedule:** 7:00 AM to 3:30 PM

**Web Address:** [www.dysart.org](http://www.dysart.org)

**E-mail:** [ptighe@dysart.k12.az.us](mailto:ptighe@dysart.k12.az.us)

**Grades:** K-8

**2002 Enrollment:** 1000

**Phone:** (623) 876-7600

**Fax:** (623) 876-7605

## ∨ School Overview ∨

### Mission

Kingswood Elementary School follows the Effective Schools model and embraces the Kids At Hope philosophy in its mission: LEARNING FOR ALL NO EXCEPTIONS, NO EXCUSES.

### Organization and Philosophy

- w High Expectations and Academic Emphasis
- w Standards-based Instruction
- w Emphasis on Positive School Climate
- w Positive Self-esteem and Self-management

### Instructional Programs

- w Zoo Phonics and 4 Blocks Literacy
- w Hands-on Math
- w Inclusionary Special Education Program
- w Accelerated Reader Program
- w Peer Mediation
- w Bully Proof Program
- w Emphasis on Positive School Climate
- w Integrated Thematic Instruction

### School/Academic Goals

- w The Kingswood Elementary School community will increase student achievement through the implementation of the Effective Schools model for school improvement.
- w The Kingswood staff will receive training in effective writing strategies and will utilize the Six Trait Writing Model to improve student writing abilities.
- w The Kingswood staff will receive training in the 4 Blocks approach to literacy instruction at all levels, K-8.
- w Kingswood Elementary and the City of Surprise embrace the Kids At Hope philosophy.

### Enrollment

October 1, 2001 School Year Student Enrollment:	987
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	22

<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)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

**Council Duties**

- w School Safety Issues
- w Curriculum
- w Positive Incentives
- w School Uniforms
- w School Improvement
- w Parent Involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	1.00	Teacher Aide	9.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	3	0	0
4 to 6 years	5	2	0	0
7 to 9 years	0	0	0	0
10 or more years	0	15	0	0

∨ **Shared Responsibilities** ∨

**School**

The staff of Kingswood School feel that parents are essential to the learning process of our students and that education is a partnership between home and school. We endeavor to keep open lines of communication with our parents and to communicate positive accomplishments as well as areas of concern on a regular basis. We encourage parents to be active participants in our classrooms as well as co-teachers of their children at home.

**Parents**

The staff of Kingswood School expect parents to maintain close contact with them throughout the school year. We expect parents to be involved with their child's education, to talk regularly with their child about learning and to support the programs and policies of the school at all times. We expect parents to help their children establish good study habits in the home. We want parents who encourage their child to do their best at all times both personally and academically.

∨ **Transportation Policy** ∨

Our policy authorizes regular school bus transportation to and from school for special education students as indicated in their IEPs; students living within a one-mile radius of school where hazardous/difficult conditions exist; K-8 students living more than one mile. Transportation will be provided for extracurricular activities. DUSD is located about 15 miles northwest of Phoenix in Maricopa County and encompasses 140 square miles within its boundaries.



## ∨ 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 Improved Stanford 9 scores over 2001-02 school year in reading, language and math.</p>                                                 | <p>W Implemented a Conflict Management/Peer Mediation program. Trained students in mediation and had them help resolve conflicts using non-violent techniques, creating a safer school environment.</p> |
| <p>W Formed well-organized Student Council program for students in grades four through eight with special training for student leaders.</p> | <p>W Have formed a highly effective Parent Teacher Student Association (PTSA) to support school functions and build a strong sense of community in our school.</p>                                      |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	25.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	23.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.1 %	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
Artist-in-Residence Grant Recipient	1996
Artist-in-Residence Grant Recipient	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>88</b>	<b>526</b>	<b>10%</b>	<b>18%</b>	<b>43%</b>	<b>28%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>83</b>	<b>536</b>	<b>8%</b>	<b>17%</b>	<b>61%</b>	<b>13%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>88</b>	<b>502</b>	<b>15%</b>	<b>28%</b>	<b>42%</b>	<b>15%</b>
	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>	<b>School</b>	<b>93</b>	<b>498</b>	<b>30%</b>	<b>20%</b>	<b>40%</b>	<b>10%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>89</b>	<b>496</b>	<b>24%</b>	<b>27%</b>	<b>42%</b>	<b>8%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>94</b>	<b>475</b>	<b>20%</b>	<b>47%</b>	<b>14%</b>	<b>19%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>84</b>	<b>494</b>	<b>23%</b>	<b>31%</b>	<b>37%</b>	<b>10%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>81</b>	<b>478</b>	<b>19%</b>	<b>59%</b>	<b>22%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>86</b>	<b>450</b>	<b>42%</b>	<b>47%</b>	<b>7%</b>	<b>5%</b>
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	97	57	60	--	--	--
2	Reading	--	--	--	98	53	50	100	66	52	78	55	53	80	43	57
	Language	--	--	--	100	47	40	100	55	43	82	44	44	86	28	48
	Mathematics	--	--	--	100	61	51	100	67	55	80	62	57	88	46	61
3	Reading	76	32	47	100	47	47	97	41	48	85	50	50	85	63	50
	Language	80	30	49	100	49	51	98	49	54	87	71	56	87	71	57
	Mathematics	81	33	46	100	51	49	99	43	52	87	51	54	86	64	56
4	Reading	81	44	53	100	54	54	100	61	54	74	56	55	93	54	55
	Language	82	40	47	100	49	49	100	56	48	73	56	50	95	44	50
	Mathematics	80	38	51	100	56	54	100	73	55	74	66	57	95	46	58
5	Reading	92	44	51	100	49	51	100	56	51	81	49	51	79	46	53
	Language	90	34	42	100	33	44	100	38	45	81	41	45	81	36	47
	Mathematics	92	33	51	100	50	54	100	49	55	85	57	57	81	41	59
6	Reading	86	50	53	100	59	54	100	46	53	89	47	54	87	46	56
	Language	93	37	41	100	48	44	100	41	44	89	36	45	88	35	47
	Mathematics	93	49	57	100	65	59	100	62	60	97	50	63	91	45	65
7	Reading	--	--	52	--	--	53	95	52	52	82	45	53	86	50	55
	Language	--	--	52	--	--	54	97	55	54	82	53	55	86	44	58
	Mathematics	--	--	53	--	--	55	95	61	56	82	47	58	89	44	60
8	Reading	--	--	54	--	--	54	--	--	53	88	50	55	87	49	56
	Language	--	--	46	--	--	49	--	--	49	87	45	50	88	41	52
	Mathematics	--	--	52	--	--	54	--	--	56	87	57	58	90	47	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 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>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>73</b>	<b>42</b>
<b>Grades 3-4</b>	<b>77</b>	<b>65</b>
<b>Grades 4-5</b>	<b>57</b>	<b>25</b>
<b>Grades 5-6</b>	<b>74</b>	<b>64</b>
<b>Grades 6-7</b>	<b>84</b>	<b>64</b>
<b>Grades 7-8</b>	<b>79</b>	<b>74</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

The Kingswood community believes in a safe and orderly environment and promotes positive intervention strategies. Our school belongs to the Arizona Behavioral Initiative and continually improves and develops activities that promote a safe and orderly school. Kingswood is working with the City of Surprise Fire and Police Departments in preventative school safety issues, such as having a full-time School Resource Officer and Fire Pals. Implemented a Conflict Resolution/Peer Mediation program.

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 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	\$2,130	\$2,070,649
Classroom Supplies	\$20	\$19,054
Administration	\$437	\$425,053
Support Services-Students	\$159	\$154,702
Other Support Services and Operations	\$818	\$795,439
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,564</b>	<b>\$3,464,897</b>

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>	Kay Edwards	(623) 876-7600	
<b>Transportation Policy</b>	Tom Murphy	(623) 876-7030	
<b>Community Resources</b>	Paul Tighe	(623) 876-7600	
<b>School Nutrition Programs</b>	Diana Montgomery	(623) 876-7623	
<b>Parent Organization</b>	Philis Kortgard	(623) 975-2576	
<b>Student Health/Nurse</b>	Donna Johnson	(623) 876-7604	

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."