

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Kenilworth Elementary School

Phoenix Elementary District
1210 N. 5th Avenue, Phoenix, AZ 85003-1225

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

Principal: Mr. Kenneth R. Baca

Schedule: 8:00 AM to 4:30 PM

Web Address: www.phxelem.k12.az.us

E-mail: kenneth_baca@phxelem.k12.az.us

Grades: Pre-K-8

2002 Enrollment: 606

Phone: (602) 257-3889

Fax: (602) 257-3923

∨ School Overview ∨

Mission

Kenilworth is dedicated to the highest academic and behavioral standards. We will work cooperatively with parents and community to create a culturally rich, positively charged learning environment that is relevant to the lives of our students. Our mission is to provide every opportunity for students to reach their highest potential and empower them to achieve their goals and dreams as successful, productive, compassionate citizens.

Organization and Philosophy

- w Self-contained Classrooms
- w Multiage Classrooms
- w Montessori Program 1-8
- w School Day Extended by Optional Program

Instructional Programs

- w Full-day Kindergarten
- w On-site Special Education
- w Eight-step Program
- w Donde Vivo, 7 & 8 Grade Magnet Program
- w Gifted Education
- w Head Start
- w Montessori Grades 1-8
- w Music, Band and Art Programs

School/Academic Goals

- w Eighty percent (80%) of students attending 75% of the school year will increase the Stanford 9 Math, Reading and Language composite scores by 5 percentile points in grades 2-8.
- w Eighty percent (80%) of the students attending 75% of the school year will increase AIMS scores in all content areas in grades 3, 5, and 8.
- w Eighty percent (80%) of the students attending 75% of the school year will increase their Six Trait Writing Rubric score by one level in three genres.
- w Eighty percent (80%) of ELL students attending 75% of the school year will increase the ELL IPT Oral Language and Reading score by two levels until fluent level is reached.

Enrollment

October 1, 2001 School Year Student Enrollment:	654
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	122

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)
- 5 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w School Budget
- w Personnel Hiring
- w Curriculum Development
- w Instructional Strategies
- w School Improvement Plan

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	9.00	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	10	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	0	0	0
10 or more years	12	9	1	0

∨ **Shared Responsibilities** ∨

School

School Compact: Continuously advocating what is best for students; providing a safe and orderly learning environment in which students will experience success and achieve excellence; providing authentic/relevant curriculum and instruction driven by the Arizona Academic Standards; providing regular communication regarding affective and academic information; setting, maintaining and modeling high expectations and standards. Maintaining high expectations towards teachers, parents, students & self.

Parents

As parents, we want our children to have the best possible education and recognize the importance of being partners with school in creating the optimal learning environment. We will support our children's educational success by believing that our children can achieve their fullest potential; ensuring that our children have high attendance; modeling a positive attitude towards learning; teaming with the school in parent involvement activities; providing time each evening to share with my child.

∨ **Transportation Policy** ∨

Optimizing services to students and parents is important. Therefore, students who live beyond a one-mile radius from the school are provided transportation. However, the school recognizes that the provision of transportation is a privilege. Therefore, students are expected to maintain excellent behavior and demeanor while being transported. Otherwise, the student's bus riding rights could be suspended.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/17/02	1/16/03	3/13/03	5/22/03
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Additional Calendar/Report Card Information

Parent/Teacher conferences are held three times a year at which time students' affective and academic development are reviewed. In addition, Learning Contracts may be created and implemented. Also, writing portfolios are a critical component of a student's performance and evaluation. This information is shared with parents and forwarded to the next teacher.

∨ 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 Lab	W Media Center
W Auditorium	

Extracurricular Activities

W Peer Club	W Afterschool Fine Arts Classes
W Afterschool Sports Program	W Student Council
W Student Mediation	W K Club
W Computer Classes	

School/Community Resources

W Health Services	W Lunch Program
W Breakfast Program	W Before/After School Programs
W Counseling Services	W Clothing/Food Banks
W Active Learning Project	W Crisis Intervention

∨ 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 AIM Program (Attendance is Mandatory) daily attendance averages above 95% for students.</p> | <p>W Partnerships with the City of Phoenix Center for Community Arts Cookie Co. and others, offers students opportunities to participate with established artists in programs of dance, drama and graphic arts after school.</p> |
| <p>W Hydroponics grant awarded allowing for the expansion of the current hydroponics program.</p> | <p>W Partnership with Camp Fire and Camelback Kiwanis Club which provides opportunities for students to obtain outdoor skills and camping experiences.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	26.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.7 %	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
Salvation Army Active Learning Award	2002
Engineering the Future 2nd & 3rd Place Discovery Award	2001
Engineering the Future Popular Choice Award	2001
Mayor's Partnership Awards (3)	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	38	508	26%	18%	34%	21%
	School State	58840	524	9%	17%	45%	29%
Writing	School	36	508	36%	14%	44%	6%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	43	476	37%	33%	19%	12%
	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	51	492	39%	25%	31%	4%
	State	61305	505	21%	20%	43%	15%
Writing	School	52	479	27%	56%	12%	6%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	53	476	17%	53%	13%	17%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	26	497	27%	23%	42%	8%
	State	57484	504	24%	20%	40%	16%
Writing	School	24	480	12%	67%	21%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	26	438	50%	38%	12%	0%
	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	--	--	--	--	--	--	--	--	--	27	59	60	--	--	--
2	Reading	--	--	--	100	21	50	79	26	52	39	39	53	34	33	57
	Language	--	--	--	100	22	40	79	23	43	40	32	44	34	29	48
	Mathematics	--	--	--	100	27	51	87	35	55	41	44	57	35	52	61
3	Reading	100	36	47	100	35	47	77	30	48	44	39	50	51	30	50
	Language	100	38	49	100	37	51	80	28	54	44	46	56	51	46	57
	Mathematics	100	34	46	100	39	49	83	31	52	44	39	54	56	36	56
4	Reading	72	40	53	100	43	54	87	43	54	51	31	55	71	36	55
	Language	75	27	47	100	40	49	89	42	48	52	28	50	73	35	50
	Mathematics	85	30	51	100	33	54	89	33	55	54	38	57	73	41	58
5	Reading	65	50	51	100	27	51	100	30	51	88	39	51	70	39	53
	Language	69	41	42	100	26	44	100	23	45	91	35	45	71	31	47
	Mathematics	69	38	51	100	23	54	100	27	55	88	39	57	70	42	59
6	Reading	80	27	53	100	44	54	88	39	53	77	29	54	64	44	56
	Language	80	20	41	100	38	44	94	34	44	75	24	45	64	34	47
	Mathematics	78	32	57	100	40	59	94	36	60	75	31	63	65	42	65
7	Reading	--	--	52	--	--	53	--	--	52	81	40	53	60	23	55
	Language	--	--	52	--	--	54	--	--	54	77	47	55	60	29	58
	Mathematics	--	--	53	--	--	55	--	--	56	74	37	58	60	21	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	81	40	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	77	44	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	81	41	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	57	65
Grades 3-4	63	76
Grades 4-5	87	70
Grades 5-6	72	77
Grades 6-7	60	57
Grades 7-8	75	61

*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

A school Safety Committee has been established and will be charged with the following responsibilities: Reviewing and revising the Crisis Intervention Plan; ensuring there is a safe and orderly school environment; implementing the new school Discipline Plan. In addition, peer mediators continue to facilitate safety and positive student behavior on the playground and throughout the building.

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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,384	\$2,049,358
Classroom Supplies	\$63	\$37,883
Administration	\$375	\$227,115
Support Services-Students	\$213	\$128,734
Other Support Services and Operations	\$994	\$602,079
Total Expenditures- All Categories 2000-2001	\$5,029	\$3,045,169

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Nancy Arnold	(602) 257-8727	
Transportation Policy	Michael Fisher	(602) 257-3799	
Community Resources	Betty Villa	(602) 257-8721	
School Nutrition Programs	Ernestina Nolasco	(602) 257-3893	
Parent Organization	Damarys Lacayo-Salas	(602) 257-3889	
Student Health/Nurse	Donna Murdy	(602) 257-3891	

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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