

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Jack L. Kuban Elementary School

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

Murphy Elementary District  
3201 W. Sherman Street, Phoenix, AZ 85009-5680

**Principal:** Mr. Clay A. McAllester  
**Schedule:** 7:00 AM to 4:00 PM  
**Web Address:** [msd.k12.az.us/kuban/kuban.htm](http://msd.k12.az.us/kuban/kuban.htm)  
**E-mail:** [cmcallester@msdaz.org](mailto:cmcallester@msdaz.org)

**Grades:** Pre-K-8  
**2002 Enrollment:** 471  
**Phone:** (602) 353-5440  
**Fax:** (602) 353-5479

## ∨ School Overview ∨

### Mission

The Kuban School learning family will provide a safe environment that takes into account a learner's experience, culture and values. We will focus on providing each learner with the highest literacy level possible and promote individual growth and lifelong learning. We will provide experiences that will empower each learner to make well-informed choices regarding decisions that will positively impact his or her future.

### Organization and Philosophy

- w Team Teaching
- w Self-contained Classrooms
- w Family Settings
- w Departmentalized Classrooms

### Instructional Programs

- w Full-day Kindergarten
- w At-risk Preschool
- w On-site Special Education
- w Sheltered English Immersion
- w ESL
- w Gifted
- w Hands-on Science and Math
- w Balanced Literacy Program

### School/Academic Goals

- w The students of Kuban School will possess the highest level of literacy and academic skills.
- w To increase our Stanford 9 Achievement Test results for reading so that our average scores at all levels are above the 35th percentile and our percentage for AIMS Reading FFB is reduced by 5%.
- w To increase our Stanford 9 Achievement Test results for math so that our average scores at all levels are above the 35th percentile and our percentage for AIMS Math FFB is reduced by 5%.
- w To increase our Stanford 9 Achievement Test results for language arts so that our average scores at all levels are above the 35th percentile and our percentage for AIMS Writing FFB is reduced by 5%.

### Enrollment

October 1, 2001 School Year Student Enrollment:	499
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	58

<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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

**Council Duties**

- w Instructional Strategies
- w Personnel Decisions
- w Curriculum Development
- w School Safety Issues
- w Extracurricular Activities
- 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	35.00
Other Professional Staff	22.00	Teacher Aide	5.00

**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	3	0	0	0
7 to 9 years	4	1	0	0
10 or more years	8	11	0	0

∨ **Shared Responsibilities** ∨

**School**

To improve parental participation and communication, Kuban School has developed a reading/homework compact; conducted inservices to keep parents abreast of testing procedures; allocated two days of mandatory teacher home visits; scheduled Parent/Teacher conferences; provided parents with monthly newsletters and flyers of meetings; provided make-it, take-it workshops; and has made the school library accessible to parents.

**Parents**

We expect parents to send their children to school daily for the full time school is in session. We expect that our parents will read to their children daily. We expect parents to assist in making sure their children complete all homework assignments. We expect our parents to support us in making sure children adhere to our schoolwide discipline rules, code of conduct and dress code. We expect parents to be active members of their children's education.

∨ **Transportation Policy** ∨

Although most children live within walking distance of Kuban School, we transport many students as a precaution to make sure that students arrive safely at school.



## ∨ 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 Kuban Elementary School was selected as an A+ school on February 27, 1998.</p> | <p>W Kuban Elementary School was selected as an A+ Semifinalist in 1997 and again in 1998.</p> |
| <p>W Recipient of the Salt River Project Resources Award.</p>                       | <p>W Recipient of the United Parcel Service Spirit Award.</p>                                  |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	34.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	12.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.9 %	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
Selected for Valley Leadership Council Visit	2000
Selected for Valley Leadership Council Visit	2001
Selected for the Reading Program, 7 Books in 7 Days	2002

## ∨ 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>35</b>	<b>510</b>	<b>23%</b>	<b>11%</b>	<b>54%</b>	<b>11%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>36</b>	<b>520</b>	<b>22%</b>	<b>19%</b>	<b>42%</b>	<b>17%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>33</b>	<b>497</b>	<b>18%</b>	<b>30%</b>	<b>45%</b>	<b>6%</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>31</b>	<b>497</b>	<b>26%</b>	<b>35%</b>	<b>26%</b>	<b>13%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>32</b>	<b>482</b>	<b>31%</b>	<b>28%</b>	<b>31%</b>	<b>9%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>31</b>	<b>474</b>	<b>10%</b>	<b>58%</b>	<b>19%</b>	<b>13%</b>
	State	61760	494	14%	40%	12%	34%

**Grade 8**

<b>Reading</b>	<b>School</b>	<b>27</b>	<b>485</b>	<b>37%</b>	<b>11%</b>	<b>48%</b>	<b>4%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>26</b>	<b>465</b>	<b>27%</b>	<b>46%</b>	<b>27%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>25</b>	<b>425</b>	<b>56%</b>	<b>44%</b>	<b>0%</b>	<b>0%</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	--	--	--	--	--	--	--	--	--	57	30	60	--	--	--
2	Reading	--	--	--	100	33	50	59	37	52	48	27	53	42	34	57
	Language	--	--	--	100	21	40	64	30	43	49	22	44	40	20	48
	Mathematics	--	--	--	100	25	51	64	66	55	49	32	57	40	27	61
3	Reading	70	14	47	100	24	47	54	23	48	51	26	50	62	23	50
	Language	70	44	49	100	31	51	54	47	54	51	42	56	62	39	57
	Mathematics	70	53	46	100	27	49	54	33	52	51	32	54	62	29	56
4	Reading	56	24	53	100	36	54	45	22	54	38	35	55	62	23	55
	Language	59	28	47	100	41	49	50	16	48	46	36	50	60	26	50
	Mathematics	57	22	51	100	61	54	45	24	55	44	35	57	60	31	58
5	Reading	78	19	51	100	28	51	87	19	51	82	24	51	60	33	53
	Language	78	24	42	100	28	44	87	21	45	82	24	45	60	47	47
	Mathematics	78	31	51	100	33	54	87	30	55	82	27	57	60	46	59
6	Reading	81	26	53	100	29	54	65	30	53	78	22	54	60	31	56
	Language	81	22	41	100	19	44	67	24	44	78	22	45	60	22	47
	Mathematics	81	29	57	100	35	59	63	37	60	78	36	63	60	35	65
7	Reading	79	23	52	100	27	53	77	19	52	79	29	53	61	27	55
	Language	80	22	52	100	35	54	77	19	54	79	36	55	61	33	58
	Mathematics	79	28	53	100	35	55	77	22	56	79	42	58	61	34	60
8	Reading	72	31	54	100	32	54	90	30	53	81	28	55	51	49	56
	Language	72	26	46	100	23	49	86	25	49	83	17	50	51	37	52
	Mathematics	72	34	52	100	30	54	86	24	56	83	29	58	51	53	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>Grades 3-4</b>	**	**
<b>Grades 4-5</b>	**	**
<b>Grades 5-6</b>	**	**
<b>Grades 6-7</b>	**	**
<b>Grades 7-8</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**

At Kuban School, safety is always our main concern. In addition to our regular fire drills, we have safety drills for intruders and bomb threats that we practice on a regular basis. Our entire campus can be secured from the inside with our large wrought iron gates to protect our children and staff. All classrooms lock from the inside. All employees wear name badges. We have a School Resource Officer, school counselor, school community worker and a full-time nurse on campus.

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)

5

**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	\$3,486	\$1,764,855
Classroom Supplies	\$72	\$36,618
Administration	\$836	\$423,433
Support Services-Students	\$529	\$267,997
Other Support Services and Operations	\$1,361	\$689,133
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$6,286</b>	<b>\$3,182,036</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>	Clay A. McAllester	(602) 353-5445
<b>Transportation Policy</b>	Ernie Meza	(602) 353-5053
<b>Community Resources</b>	Margaret Moya	(602) 353-5446
<b>School Nutrition Programs</b>	Liz Alexander	(928) 353-5009
<b>Parent Organization</b>	Patricia Buckmaster	(602) 353-5440
<b>Student Health/Nurse</b>	Sharon Roland	(602) 353-5442

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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