

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Kyrene Aprende Middle School

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

Kyrene Elementary District  
777 N. Desert Breeze Blvd. East, Chandler, AZ 85226

**Principal:** Mrs. Gerri Shaw  
**Schedule:** 8:00 AM to 4:30 PM  
**Web Address:** [donts.kyrene.k12.az.us/index.htm](http://donts.kyrene.k12.az.us/index.htm)  
**E-mail:** [gshaw@kyrene.org](mailto:gshaw@kyrene.org)

**Grades:** 6-8  
**2002 Enrollment:** 1212  
**Phone:** (480) 783-2200  
**Fax:** (480) 940-0657

## ∨ School Overview ∨

### Mission

Kyrene School District Mission: We are committed to the achievement of individual academic excellence through high quality teaching, learning and community involvement which results in students being well-prepared to meet future educational challenges and to contribute to society.

### Organization and Philosophy

- w Supportive/Involved Parents
- w Meaningful Curriculum/Learning
- w Student Achievement Focus
- w Schoolwide Character Counts Program

### Instructional Programs

- w Curriculum Based on AZ Acad. Standards
- w Data Driven
- w Advanced Classes (Language Arts/Math)
- w Integrated Curriculum Projects
- w Challenging Academic Core Curriculum
- w Effective Instructional Methods
- w On-site Special Education
- w Comprehensive Elective Program

### School/Academic Goals

- w To have all students excel academically, with a primary focus on reading, writing and mathematics with sufficient attention paid to all areas of the academic curriculum.
- w To increase the availability and use of technology to enhance student learning and communicate about school news, issues, events and student progress in learning.
- w To promote and maintain a learning environment where students, staff, parents and community members respect each other and feel safe and secure.

### Enrollment

October 1, 2001 School Year Student Enrollment:	1151
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	79

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

**Council Duties**

- w Continuous Improvement Plan
- w Centerpoint for Communication
- w Technology Improvement Focus
- w Safety and Respect Focus
- w Student Achievement Focus
- w Recommendations to Subcommittees

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	61.50
Other Professional Staff	5.00	Teacher Aide	9.50

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	6	0	0
4 to 6 years	8	4	0	0
7 to 9 years	6	4	0	0
10 or more years	7	17	0	0

∨ **Shared Responsibilities** ∨

**School**

The staff at Kyrene Aprende Middle School are committed to a collaborative partnership with parents. We recognize parents as key to the endeavor of providing a supportive and challenging learning environment for every child. Together we make a difference for children.

**Parents**

Learning is a partnership for parents, students and staff. To this end, parents are encouraged to attend school functions to celebrate; recognize their child's learning; communicate with their child's teacher; volunteer their expertise to help improve the school; and improve student achievement by serving on school and district committees that support a collaborative model of education.

∨ **Transportation Policy** ∨

Kyrene School District provides bus transportation for students who live one and one-half miles or more from the school or who live where there are hazards, such as major arterial streets and/or intersections. Transportation is also provided for students with disabilities as indicated in their IEPs or for 504 students as part of their accommodation plans.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/28/03
<b>Operates on Traditional Schedule</b>			

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#### Report Card Release Dates

10/29/02	1/14/03	4/1/03	6/16/03
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### Additional Calendar/Report Card Information

Aprende Middle School students receive report cards four times per year. Students also receive a midterm progress report in the middle of each quarter. Aprende has two conference evenings. Parent/teacher conferences are held in the fall and spring so that parents and teachers can discuss the individual progress of each student. Individual and/or team conferences are available upon request at any time. Parents and teachers can also request IEP meetings and 504 meetings at any time.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> 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.

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#### Special Facilities

W Networked Multimedia Labs/Classrooms	W Gym/Multipurpose Facility
W K-8 Library	W Exploratory Facilities

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#### Extracurricular Activities

W Interscholastic Sports	W Academic Assistance Programs
W Academic/Recreational Clubs	W Student Council/Government
W Academic Character for Excellence (ACE)	W Academic Challenge Groups
W Peer Mediation Program	W Counseling Support Groups

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#### School/Community Resources

W Afterschool Program	W Park District Lunch Programs
W Counseling Services	W Community Classes
W Parent Education Classes	W Recreational Activities
W Technology Training Lab	

## ∨ 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

- W Exceeded county, state and national averages on the Stanford 9 Achievement Test. Made significant improvements in every area when comparing data from 1995-present.
- W Implemented schoolwide Character Counts program. Data indicates disciplinary problems with students has decreased significantly.
- W Established peer mediation program. Eight students from each grade level are trained peer mediators. Program was first implemented in the 1999-2000 school year. Number of mediations conducted by students continues to increase.

### 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>	11.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.7 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.4 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
National Academic League Champions	1999
Science Fair Finalists	2002
National History Day Finalists	2002
National Geography Bee Participant	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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	350	530	7%	15%	48%	30%
	State	57484	504	24%	20%	40%	16%
Writing	School	343	505	7%	38%	53%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	342	489	15%	49%	20%	15%
	State	57734	459	39%	40%	14%	7%

#### 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

<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												
6	Reading	96	74	53	100	71	54	94	73	53	87	77	54	86	74	56
	Language	95	60	41	100	58	44	95	62	44	89	63	45	89	62	47
	Mathematics	95	77	57	100	78	59	95	83	60	86	86	63	88	84	65
7	Reading	92	69	52	100	70	53	94	73	52	89	74	53	87	77	55
	Language	94	69	52	100	71	54	93	79	54	90	76	55	90	79	58
	Mathematics	92	72	53	100	74	55	94	81	56	88	79	58	88	87	60
8	Reading	93	69	54	99	72	54	92	72	53	91	76	55	87	72	56
	Language	93	60	46	100	66	49	94	70	49	93	71	50	90	69	52
	Mathematics	93	66	52	100	72	54	94	77	56	91	77	58	88	76	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 5-6</b>	<b>84</b>	<b>84</b>
<b>Grades 6-7</b>	<b>73</b>	<b>85</b>
<b>Grades 7-8</b>	<b>71</b>	<b>78</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 Site Improvement Plan contains a goal which focuses on a safe and secure learning environment for all students. We have a Crisis Plan which includes provisions for lock-down procedures. In addition, we have implemented a program called Character Counts, which emphasizes six pillars of character. These are respect, caring, trustworthiness, fairness, responsibility and citizenship. A district-wide Emergency Procedural Guidelines program was implemented in 2001.

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).

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**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	\$2,466	\$2,725,793
Classroom Supplies	\$33	\$36,455
Administration	\$422	\$466,910
Support Services-Students	\$268	\$296,250
Other Support Services and Operations	\$707	\$782,049
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,896</b>	<b>\$4,307,457</b>

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
<b>School Site Council</b>	Gerri Shaw	(480) 783-2200	
<b>Transportation Policy</b>	Charles Keane	(480) 783-4230	
<b>Community Resources</b>	Tricia Butler	(480) 783-2290	
<b>School Nutrition Programs</b>	Lori Turner	(480) 783-2200	
<b>Parent Organization</b>	Ann Van Wey	(480) 783-2200	
<b>Student Health/Nurse</b>	Judy Petroff	(480) 783-2200	

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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