

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Kyrene del Norte School

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

Kyrene Elementary District  
1331 E. Redfield Road, Tempe, AZ 85283-4133

**Principal:** Mr. Joe Torres

**Schedule:** 7:15 AM to 3:45 PM

**Web Address:** [www.kyrene.org/schools/Norte/](http://www.kyrene.org/schools/Norte/)

**E-mail:** [jtorre@kyrene.org](mailto:jtorre@kyrene.org)

**Grades:** K-5

**2002 Enrollment:** 443

**Phone:** (480) 783-3300

**Fax:** (480) 831-0817

### ∨ School Overview ∨

#### Mission

Kyrene del Norte's focus is to explore various means by which we are able to enhance students' behavioral and academic growth. We are a quality school where students feel safe and experience success. Imagination and creativity are encouraged, student accomplishments are recognized, quality decision-making and critical thinking skills are taught. Community involvement is encouraged. The staff is encouraged to seek professional growth opportunities which will positively impact student learning.

#### Organization and Philosophy

- w Traditional
- w Team Teaching
- w Multi-age Classrooms
- w Cooperative Learning

#### Instructional Programs

- w Success For All Reading
- w On-site Special Education Resource
- w All-day and half day Kindergarten Class
- w Gifted Resource
- w Everyday Math/Accelerated Math
- w Extended Resource
- w Head Start Program
- w Multi-aged 1st, 2nd & 3rd Grade Classes

#### School/Academic Goals

- w Increase achievement by providing students 90 minutes of math instruction a day. The Everyday Math Program is the core method used for 60 minutes of instruction. Accelerated Math is used for the balance of the math time to focus on core math strands.
- w Integrate technology into the daily work and learning opportunities for both the students and staff. Two computer labs ensure student opportunities and access to technology. In addition, two to three computers are located in each classroom.
- w Provide a safe collaborative environment where students are taught cooperative learning and interdependence. We also encourage pride in individual achievement. Conflict management techniques are taught, modeled and used by staff and children.
- w Reading skills are taught for 90 minutes each day using the Success For All reading program. Students are assessed every eight weeks. Student writing skills are taught and improved through the Six Trait Writing and Power Writing techniques.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	433
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	88

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

**Council Duties**

w Parent/Educator Relations  
 w Target School Academic Goals  
 w School Safety Issues  
 w School Climate  
 w Discuss Other Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	32.00
Other Professional Staff	0.50	Teacher Aide	12.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	0	3	0	0
10 or more years	8	13	1	0

∨ **Shared Responsibilities** ∨

**School**

At Kyrene del Norte School, we have open lines of communication with parents on a regular basis to share student progress, praise or any concerns regarding a child's education. The staff provide parents and students with a learning environment that assists students in reaching their full potential. Teachers, in addition to instruction, assist learning by limiting inappropriate behavior, by providing positive support and recognition for the accomplishments of children.

**Parents**

Parent responsibilities include supporting the education of their children by ensuring regular and on-time attendance by their children. Parents should communicate concerns or questions with teachers in a positive and timely manner. This is done by responding to Friday folders, notes on student progress throughout the year and attending Parent/Teacher Conferences. When a discipline or behavior concern arises, the parent can support the teacher to ensure that unhindered learning continues.

∨ **Transportation Policy** ∨

Bus transportation to Kyrene del Norte School is provided by the district within certain parameters. Specific information regarding the transportation policy of the Kyrene School District may be obtained by calling the Transportation Department at (480) 783-4230.

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### ∨ Calendar Information ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 4 hrs. 56 min.      **Last Day of School:** 5/28/03  
**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/28/02              1/13/03              3/31/03              5/28/03

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#### Additional Calendar/Report Card Information

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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 Each Classroom is Networked to Internet                      W Technology Hardware in Classrooms  
W Two Computer Labs/Mac and Dell                                      W Media Center/Library

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#### Extracurricular Activities

W Brownie Troops    W Girl Scouts  
W Boy Scouts    W Neighborhood After School Sports Teams  
W After School Community Education Classes                      W Chess Club

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#### School/Community Resources

W Lunch Program    W Breakfast Program  
W After School City Child Care Program                              W Recreational Activities  
W Head Start Program    W Initial Certification Partnership (ASU)  
W ASU Preparing Tomorrow's Tchrs for Tech.

## ∨ 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 Completed our 11th year using the Success For All Reading Program for K-5. This program provides 90 minutes of focused reading instruction each day. Students are assessed every eight weeks and reorganized into reading groups as needed.</p>        | <p>W The Everyday Math Program teaches higher-level thinking and processing skills. Ninety minutes of math instruction each day helps the students to see relationships between mathematical concepts and their everyday life experiences.</p>                     |
| <p>W A multi-aged classroom setting where students of various grades work side-by-side, in large, small or individual groupings to achieve goals. Students have 3 years with a team of teachers to achieve their goals at their own developmental pace.</p> | <p>W We are in the 3rd year of having ASU education interns taking classes on our campus. The interns spend many hours in our classrooms offering assistance, learning from staff and putting into practical application the lessons learned in their studies.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	17.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	11.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.4 %	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
NDS	

## ∨ 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>69</b>	<b>525</b>	<b>3%</b>	<b>17%</b>	<b>55%</b>	<b>25%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>67</b>	<b>540</b>	<b>3%</b>	<b>9%</b>	<b>76%</b>	<b>12%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>69</b>	<b>526</b>	<b>1%</b>	<b>26%</b>	<b>43%</b>	<b>29%</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>63</b>	<b>519</b>	<b>2%</b>	<b>13%</b>	<b>62%</b>	<b>24%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>65</b>	<b>533</b>	<b>5%</b>	<b>18%</b>	<b>60%</b>	<b>17%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>63</b>	<b>514</b>	<b>2%</b>	<b>40%</b>	<b>19%</b>	<b>40%</b>
	State	61760	494	14%	40%	12%	34%

<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	--	--	--	--	--	--	--	--	--	94	76	60	--	--	--
2	Reading	--	--	--	100	65	50	97	51	52	93	66	53	92	71	57
	Language	--	--	--	100	52	40	96	57	43	91	59	44	94	62	48
	Mathematics	--	--	--	100	73	51	96	74	55	94	86	57	99	81	61
3	Reading	98	54	47	100	59	47	96	60	48	85	57	50	86	56	50
	Language	96	50	49	100	57	51	96	63	54	90	51	56	87	57	57
	Mathematics	95	56	46	100	69	49	96	67	52	89	62	54	90	65	56
4	Reading	100	62	53	100	64	54	98	68	54	90	67	55	97	65	55
	Language	100	52	47	100	53	49	98	61	48	88	53	50	96	57	50
	Mathematics	99	64	51	100	64	54	98	71	55	91	72	57	97	65	58
5	Reading	99	69	51	100	65	51	100	66	51	96	66	51	79	68	53
	Language	95	52	42	100	48	44	100	53	45	95	54	45	80	50	47
	Mathematics	99	74	51	100	68	54	100	71	55	96	78	57	79	79	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>54</b>	<b>33</b>
<b>Grades 3-4</b>	<b>75</b>	<b>79</b>
<b>Grades 4-5</b>	<b>70</b>	<b>87</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</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

Kyrene del Norte has, for a number of years, helped to promote a safe environment by training a specific group of students as Conflict Managers. These children assist with non-physical conflicts on the playground during lunch recess time.

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	\$3,074	\$1,456,751
Classroom Supplies	\$36	\$17,147
Administration	\$490	\$232,350
Support Services-Students	\$303	\$143,741
Other Support Services and Operations	\$822	\$389,545
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,727</b>	<b>\$2,239,534</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>	Jose Torres	(480) 783-3300	
<b>Transportation Policy</b>	Chuck Keane	(480) 783-4230	
<b>Community Resources</b>	Christine Winkelmann	(480) 783-4053	
<b>School Nutrition Programs</b>	Lynn Hansen	(480) 783-4260	
<b>Parent Organization</b>	Family-Teacher Organization	(480) 783-3300	
<b>Student Health/Nurse</b>	Ginger Donahue	(480) 783-4043	

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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