

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Kyrene de la Paloma School

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

Kyrene Elementary District  
5000 W. Whitten Drive, Chandler, AZ 85226-4521

**Principal:** Mrs. Gina Taylor  
**Schedule:** 7:15 AM to 3:45 PM  
**Web Address:** [www.kyrene.org/schools/Paloma/Paloma/ht](http://www.kyrene.org/schools/Paloma/Paloma/ht)  
**E-mail:** [gtaylor@kyrene.org](mailto:gtaylor@kyrene.org)

**Grades:** K-5  
**2002 Enrollment:** 604  
**Phone:** (480) 783-2700  
**Fax:** (480) 961-1745

## ∨ School Overview ∨

### Mission

It is the mission of Kyrene de la Paloma to create an environment that inspires a commitment to learning and high academic achievement, while fostering a community of caring, responsible individuals.

### Organization and Philosophy

- w Multiage Classrooms
- w Self-contained Classrooms
- w Parental Involvement

### School/Academic Goals

- w Increase student achievement in reading and mathematics, as measured by gains on school-level, district and state assessments.
- w Integrate technology into the daily work and learning lives of students and staff.
- w Provide a school environment where all students, staff and parents feel safe at all times.
- w Challenge and support the learning of each student through differentiated content, products and instructional strategies.

### Instructional Programs

- w Integrated Curriculum/Instruction
- w Technology-based Learning
- w Gifted Program
- w On-site Special Education
- w Regional Special Education Program
- w Full-day Kindergarten
- w At-risk Program: Reading

### Enrollment

October 1, 2001 School Year Student Enrollment:	645
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	69

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

**Council Duties**

- w School Improvement Plan
- w Parent/Educator Relations
- w School Safety Issues
- w Curriculum Development
- w Extracurricular Activities
- w Program Funding

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	34.00
Other Professional Staff	1.00	Teacher Aide	6.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	3	0	0
10 or more years	8	17	0	0

∨ **Shared Responsibilities** ∨

**School**

The staff at Kyrene de la Paloma is dedicated to meeting the needs of each child and recognizes parents as partners in this endeavor. Staff is committed to creating a supportive and challenging learning environment in which academic excellence is achieved. To this end, teachers communicate regularly with parents regarding the progress of each child and meet with parents to develop plans to address special needs and concerns.

**Parents**

At Kyrene de la Paloma, we invite parents to be partners in their children's education. We encourage parents to become involved in a variety of ways, including monitoring their child's progress, communicating frequently with their child's teacher, visiting their child's classroom, volunteering their expertise to help improve the school, attending school functions to celebrate their child's learning and serving on school and district committees.

∨ **Transportation Policy** ∨

Transportation is provided for students in grades kindergarten through five who reside within the school attendance area and who live farther than one mile from school. Transportation is also provided for students with disabilities whose Individual Education Plans indicate that transportation is required. Transportation is also provided for students living within a one-mile radius of the school, but where hazardous or difficult routes exist and where other safety measures cannot be provided.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 25 min.	<b>Last Day of School:</b>	5/28/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/25/02	1/15/03	4/2/03	5/28/03
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### Additional Calendar/Report Card Information

In addition to quarterly progress reports, personal conferences are scheduled with parents at least two times during the school year to share information regarding each child's progress.

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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 - No      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 Library/Multimedia Center	W Computer Labs
W Networked Kyrene Classes and Internet	W Multipurpose Room

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#### Extracurricular Activities

W Student Council	W Yearbook Club
W Intramural Sports	W Community Education Classes
W Chess Club	W PTA Sponsored Student Activity Clubs

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#### School/Community Resources

W Before/After School Child Care Program	W Lunch Program
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## ∨ 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 The Paloma staff met its Career Ladder Schoolwide Student Achievement Goal of increasing student achievement in reading for 2001-02, exceeding the standards set at every grade level.</p>   | <p>w Six Paloma teachers have been awarded Project Venture grants for technology integration in the classroom.</p>  |
| <p>w Paloma School continued implementation of the LifeSkills program to promote positive social skills in our school community. On our annual school survey for the 2001-02 school year, 98% of parents said their children feel safe at Paloma.</p> | <p>w When asked what overall grade they would give Paloma on our 2001-02 annual survey, 96% of parents gave Paloma the grade of A or B. No parents gave Paloma failing marks.</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>	13.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	5.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.5 %	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
District Poetry Contest Winners: K, 2nd & 4th Grades	2002
CEC Outstanding Special Education Team Award	2002
1st Place Winner for Arizona, Reflections Art Program	2001
Teacher Venture Technology Award	2001

## ∨ 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>113</b>	<b>542</b>	<b>4%</b>	<b>4%</b>	<b>45%</b>	<b>47%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>108</b>	<b>582</b>	<b>2%</b>	<b>6%</b>	<b>52%</b>	<b>41%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>112</b>	<b>557</b>	<b>4%</b>	<b>7%</b>	<b>32%</b>	<b>57%</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>110</b>	<b>511</b>	<b>13%</b>	<b>15%</b>	<b>51%</b>	<b>22%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>103</b>	<b>536</b>	<b>8%</b>	<b>15%</b>	<b>54%</b>	<b>23%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>110</b>	<b>534</b>	<b>6%</b>	<b>17%</b>	<b>13%</b>	<b>64%</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	--	--	--	--	--	--	--	--	--	89	77	60	--	--	--
2	Reading	--	--	--	100	54	50	66	66	52	90	75	53	86	66	57
	Language	--	--	--	100	41	40	92	60	43	96	66	44	92	56	48
	Mathematics	--	--	--	100	60	51	89	69	55	97	78	57	87	73	61
3	Reading	99	62	47	100	62	47	98	69	48	83	74	50	94	76	50
	Language	98	65	49	100	64	51	100	71	54	84	77	56	96	77	57
	Mathematics	96	78	46	100	74	49	100	81	52	83	85	54	90	85	56
4	Reading	96	71	53	100	67	54	91	66	54	82	77	55	84	84	55
	Language	98	61	47	100	59	49	93	53	48	82	64	50	89	72	50
	Mathematics	97	76	51	100	75	54	92	75	55	82	83	57	84	86	58
5	Reading	98	72	51	100	72	51	92	67	51	87	63	51	84	65	53
	Language	98	56	42	100	55	44	96	59	45	90	59	45	88	60	47
	Mathematics	90	84	51	100	84	54	93	86	55	91	83	57	85	85	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> Percentage of Students Achieving One Year's Growth	<b>Math</b> Percentage of Students Achieving One Year's Growth
<b>Grades 2-3</b>	<b>74</b>	<b>84</b>
<b>Grades 3-4</b>	<b>86</b>	<b>80</b>
<b>Grades 4-5</b>	<b>46</b>	<b>81</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**

Paloma School has established School Emergency Procedures and a Schoolwide Discipline Plan to provide for a safe learning environment for all students, staff and parents at all times. We regularly practice emergency drills, teach students school rules and procedures and teach the use of Life Skills and other pro-social behaviors. Paloma's School Safety and Climate Committees regularly review data regarding student safety and school climate, and recommend changes to our procedures and plans.

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	\$2,668	\$1,744,304
Classroom Supplies	\$45	\$29,231
Administration	\$427	\$279,403
Support Services-Students	\$188	\$122,885
Other Support Services and Operations	\$609	\$398,347
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,938</b>	<b>\$2,574,170</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>	Gina Taylor	(480) 783-2700	
<b>Transportation Policy</b>	Charles Keane	(480) 783-4230	
<b>Community Resources</b>	Christie Winkelmann	(480) 783-4053	
<b>School Nutrition Programs</b>	Kathy Woodams	(480) 783-2796	
<b>Parent Organization</b>	Lisa Bjotvedt	(480) 783-2700	
<b>Student Health/Nurse</b>	Donita Pokatello	(480) 783-2784	

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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