

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Kyrene de la Colina School

Kyrene Elementary District
13612 S. 36th Street, Phoenix, AZ 85044

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

Principal: Mr. David Keith Falconer
Schedule: 7:00 AM to 4:00 PM
Web Address: www.kyrene.org
E-mail: dkfalco@kyrene.org

Grades: K-5
2002 Enrollment: 114
Phone: (480) 783-2600
Fax: (480) 496-9036

∨ School Overview ∨

Mission

Our mission at Kyrene de la Colina is to foster an innovative, motivating and nurturing environment where a community of staff, parents and students work respectfully and collaboratively to support a strong educational foundation for all children. We will actively promote attitudes and behaviors that celebrate and honor cultural diversity and help each individual reach their greatest potential.

Organization and Philosophy

- w Self-contained Classrooms
- w Co-teaching
- w Integrated Curriculum
- w Differentiated Instruction

Instructional Programs

- w K-3 Literacy Intervention
- w Full-day Kindergarten
- w Essential Skills Groups
- w Structured English Immersion
- w Gifted Education
- w On-site Special Education
- w DEAR (Drop Everything And Read)

School/Academic Goals

- w Colina students will increase their understanding of mathematical concepts and applications.
- w Colina students will have varied opportunities to read and write across the curriculum.
- w Colina students, parents and staff will promote attitudes and behaviors that support and honor cultural diversity.
- w Colina students, parents and staff will use technology as a tool to exchange information.

Enrollment

October 1, 2001 School Year Student Enrollment:	751
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	84

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

Council Duties

- w School Improvement Plan
- w Long-Range Planning/Data Analysis
- w Parent/School Relations
- w Safety Plan and Procedures
- w School Management/Operations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	1.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	2	6	0	0
7 to 9 years	1	3	0	0
10 or more years	7	15	0	0

∨ **Shared Responsibilities** ∨

School

The staff at Kyrene de la Colina recognizes that a strong parent-school relationship is critical in building and maintaining a productive and positive teaching and learning community. It is clearly our responsibility to be proactive when communicating with parents regarding all school issues, from curricular, grade level outcomes to an individual child's progress report. We invite parents to participate on decision-making committees, volunteer in the classroom, and support our mission and goals.

Parents

Parents are encouraged to attend school functions, communicate frequently with their child's teacher, support their child's learning by helping with homework, monitor their child's progress and contact the school if their child is absent. Parents are an intricate part of the decision making body known as the Site Base Council and they also are active in providing academic and financial support through membership on the varied committees of the Parent Teacher Organization.

∨ **Transportation Policy** ∨

Kyrene School District provides bus transportation for students who live one mile or more from the school. They currently provide consolidated bus stops for those who live across major arterial streets and/or intersections. Crossing guards are in place at all busy intersections in the immediate area of the school. Bus transportation is provided for students with disabilities whose Individual Education Plans (IEPs) indicate that transportation is required.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/28/03

Operates on Traditional Schedule

Report Card Release Dates

10/22/02	1/13/03	3/28/03	5/28/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 Networked Classrooms	W Media Center/Library
W Computer Labs (2)	W Multipurpose Room

Extracurricular Activities

W Student Council	W Chess Club
W Spanish	W Keyboarding
W Mad Scientist Club	W Choir

School/Community Resources

W Health Services	W Breakfast/Lunch Programs
W Afterschool Child Care Program	W Before School Child Care Program
W Recreational Activities	W Safety Fair/Bike Rodeo
W DARE Program	W Music Programs

∨ 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 Goal 1: Students will improve their communication skills. Colina's spring 2002 AIMS and spring 2002 Stanford 9 scores indicate above average student achievement in language arts.</p> | <p>W Goal 2: Students will develop a love and appreciation of reading. Increased circulation of library books, a student book club, active participation in literature studies, schoolwide daily silent reading time (DEAR) and book buddies support this goal.</p> |
| <p>W Goal 3: Students will maintain or show improvement in math problem solving. Data collected from the nationally normed spring Stanford 9 assessment reveals that Colina students surpassed national averages and have maintained or improved in this area.</p> | <p>W Goal 4: All parents will be involved in school activities. Based on the 2001-02 school survey, 97% of Colina families indicate they enjoy participating in Colina activities and special events. 98% report that Colina encourages parent involvement.</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	16.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
NFL Punt, Pass and Kick	2000
Who's Who Among America's Teachers	2000
School Chess Club Award	2002
Library Project Goal Award	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	107	542	0%	7%	47%	47%
	School State	58840	524	9%	17%	45%	29%
Writing	School	104	574	1%	6%	62%	31%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	106	549	1%	13%	31%	55%
	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	152	517	11%	11%	51%	27%
	State	61305	505	21%	20%	43%	15%
Writing	School	144	539	7%	18%	47%	28%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	152	524	7%	22%	11%	61%
	State	61760	494	14%	40%	12%	34%

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	--	--	--	--	--	--	--	--	--	95	77	60	--	--	--
2	Reading	--	--	--	100	70	50	99	69	52	92	76	53	91	77	57
	Language	--	--	--	100	69	40	100	69	43	91	71	44	94	77	48
	Mathematics	--	--	--	100	77	51	100	72	55	91	82	57	95	80	61
3	Reading	98	63	47	100	69	47	96	75	48	97	63	50	96	66	50
	Language	96	65	49	100	74	51	99	77	54	98	70	56	96	73	57
	Mathematics	97	64	46	100	83	49	98	78	52	98	74	54	96	76	56
4	Reading	94	74	53	100	75	54	89	75	54	95	79	55	92	72	55
	Language	96	63	47	100	68	49	93	62	48	96	69	50	94	63	50
	Mathematics	96	71	51	100	73	54	91	73	55	95	77	57	92	79	58
5	Reading	95	73	51	100	73	51	92	77	51	94	74	51	95	76	53
	Language	94	60	42	100	58	44	94	65	45	93	63	45	97	68	47
	Mathematics	92	75	51	100	77	54	97	79	55	91	77	57	95	74	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	60	65
Grades 3-4	82	80
Grades 4-5	68	69
Grades 5-6	***	***

*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 Colina staff is dedicated in providing a safe environment for teaching and learning. A Safety Team made up of administrators, teachers, and parents have developed a comprehensive plan to address emergency procedures, environmental safety, student education, and community partnerships. All visitors must register and wear a badge while on campus. Colina is using Susan Kovalik's Life Skills Model to positively impact behaviors and social interactions of students, staff and community members.

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	\$2,800	\$2,237,151
Classroom Supplies	\$41	\$32,643
Administration	\$400	\$319,326
Support Services-Students	\$212	\$169,051
Other Support Services and Operations	\$539	\$430,505
Total Expenditures- All Categories 2000-2001	\$3,991	\$3,188,676

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
School Site Council	D. Keith Falconer	(480) 783-2600	
Transportation Policy	Chuck Keane	(480) 783-4230	
Community Resources	Christie Winkleman	(480) 783-4053	
School Nutrition Programs	Lynn Hansen	(480) 783-4260	
Parent Organization	E. Saba/T. Billson	(480) 783-2600	
Student Health/Nurse	Gaylon Johnson	(480) 783-2600	

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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