

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Kyrene de las Manitas School

Kyrene Elementary District
1201 W. Courtney Lane, Tempe, AZ 85284

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

Principal: Dr. Mark V. Knight
Schedule: 7:30 AM to 4:15 PM
Web Address: www.kyrene.org
E-mail: Unpublished or Unavailable

Grades: Pre-K-5
2002 Enrollment: 659
Phone: (480) 783-2000
Fax: (480) 592-0761

∨ School Overview ∨

Mission

Manitas is a school where children, parents, staff and community work together to create an atmosphere that encourages and promotes maximum learning on the part of all children. Manitas is a model school where academics and life skills are taught through neighborhood community involvement and an inspired, knowledgeable staff together dedicated to achieving district and state standards where students achieve excellence through Positive Attitude, Integrity, Patriotism, Respect, Responsibility.

Organization and Philosophy

- w Self-contained Classrooms
- w Team Teaching
- w Cross-categorical Learning Environments
- w Looping

Instructional Programs

- w All-day Kindergarten
- w Differentiated Instruction/Learning Exp.
- w Special Education for Students
- w Cooperative Learning
- w Technology Focus
- w Integrated Curriculum
- w Life Skills
- w Curriculum Mapping

School/Academic Goals

- w All students excel academically, with primary focus on reading, writing, mathematics. Establish annual learning goals for students. Challenge/support each student through differentiated content, products, instructional strategies.
- w Education of Choice: In an atmosphere of educational alternatives, Kyrene schools will be the premier provider of educational services in the East Valley. We will continually improve relationships among staff, parents and students.
- w Employees feel attracted to membership in the organization; they want to stay with it, be influenced by it/exert their own influence in the achievement of the district's mission/goals. We understand the needs of our employees and respond accordingly.
- w Organize existing curriculum, instructional resources and assessment focusing on key concepts/critical skills.

Enrollment

October 1, 2001 School Year Student Enrollment:	651
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	63

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

3 School Administrator(s)
 0 Non-certified Employee(s)
 5 Teacher(s)
 5 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w School Improvement Plan
 w Parent/Educator Relations
 w Academic Achievement
 w Student Safety

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.60	Teacher	41.00
Other Professional Staff	1.00	Teacher Aide	19.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	4	5	0	0
7 to 9 years	1	9	0	0
10 or more years	7	13	0	0

∨ **Shared Responsibilities** ∨

School

A safe and orderly environment. Instruction based on data collected from on-going assessment. Maximum student time on meaningful tasks. Maximum learning for all students. Positive home/school relations. Parent involvement in the educational process. To communicate with parents in a respectful manner.

Parents

The education of children is a shared responsibility between teacher and parents. To build and maintain the most effective school possible, parents support our academic, disciplinary and homework efforts. To communicate with school officials in a respectful manner.

∨ **Transportation Policy** ∨

Transportation is provided for students in grades preschool through fifth who reside within the school attendance area and live more than one mile from school. Students are also provided transportation if they live within a one-mile radius of the school where hazardous routes, such as a busy intersection, exist. Transportation is also provided for students with disabilities whose Individual Education Plan requires transportation.

∨ **Calendar Information** ∨

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

Report Card Release Dates

10/10/02 12/20/02 3/14/03 5/28/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No 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 Two District Technology Training Labs
- W Computer Mini-Lab
- W Closed-circuit/Internet
- W Library/Media Center

Extracurricular Activities

- W Student Council
- W Learning Fairs
- W Music and Choir Performances
- W Spanish and Chess Clubs
- W Book Fairs
- W Community Activities
- W Tutoring
- W Organized Intramural Sports at Lunch

School/Community Resources

- W Before/After School Program
- W Early Childhood/Programs
- W Crisis Intervention
- W Life Skills Classes
- W Clothing Bank
- W Lunch Program
- W Saturday Stretch Class--Advance Learners

∨ 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 Stanford 9 results for spring testing in reading. 1998: 3rd=64; 4th=67; 5th=66. 1999: 2nd=66; 3rd=60; 4th=71; 5th=69. 2000: 2nd=68; 3rd=63; 4th=63; 5th=60. 2001: 1st=65; 2nd=65; 3rd=63; 4th=68; 5th=63. 2002: 2nd=64; 3rd=63; 4th=67; 5th=65.</p> <p>W Stanford 9 results for spring testing in math. 1998: 3rd=65; 4th=64; 5th=64. 1999: 2nd=69; 3rd=61; 4th=65; 5th=71. 2000: 2nd=71; 3rd=65; 4th=63; 5th=67. 2001: 2nd=71; 3rd=65; 4th=74; 5th=65. 2002: 2nd=67; 3rd=67; 4th=68; 5th=70.</p> | <p>W Stanford 9 results for spring testing in language. 1998: 3rd=69; 4th=63; 5th=60. 1999: 2nd=56; 3rd=63; 4th=62; 5th=62. 2000: 2nd=63; 3rd=66; 4th=59; 5th=64. 2001: 2nd=62; 3rd=72; 4th=63; 5th=57. 2002: 2nd=47; 3rd=73; 4th=65; 5th=57.</p> <p>W AIMS results for spring 2002. Percent of third and fifth grades who Met or Exceeded the Arizona Academic Standards in: Reading: 3rd=84; 5th=71. Writing: 3rd=88; 5th=77. Math: 3rd=69; 5th=50.</p> |
|--|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.5 %	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
President's Award for Emerging Leadership, From AAEEA	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	115	532	5%	10%	54%	31%
	School State	58840	524	9%	17%	45%	29%
Writing	School	113	551	3%	8%	70%	19%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	115	524	10%	20%	41%	30%
	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	79	509	13%	16%	52%	19%
	State	61305	505	21%	20%	43%	15%
Writing	School	75	548	5%	17%	45%	32%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	80	509	10%	40%	10%	40%
	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	--	--	--	--	--	--	--	--	--	85	65	60	--	--	--
2	Reading	--	--	--	95	66	50	96	68	52	92	65	53	84	65	57
	Language	--	--	--	100	56	40	98	63	43	90	62	44	90	49	48
	Mathematics	--	--	--	100	69	51	100	71	55	94	71	57	92	69	61
3	Reading	96	64	47	100	60	47	100	63	48	87	63	50	92	64	50
	Language	91	69	49	100	63	51	100	66	54	85	72	56	91	74	57
	Mathematics	92	65	46	100	61	49	100	65	52	85	65	54	90	68	56
4	Reading	100	67	53	100	71	54	93	63	54	88	68	55	90	67	55
	Language	100	63	47	100	62	49	100	59	48	94	63	50	91	65	50
	Mathematics	100	64	51	100	65	54	100	63	55	92	74	57	93	69	58
5	Reading	89	66	51	100	69	51	97	60	51	89	63	51	89	65	53
	Language	90	60	42	100	62	44	100	54	45	93	57	45	88	57	47
	Mathematics	89	64	51	100	71	54	97	67	55	96	65	57	92	70	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	71	60
Grades 3-4	78	76
Grades 4-5	62	61
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

Our focus is to teach students responsibility, integrity, positive attitudes, patriotism and respect. Learning time is maximized and is conducted in an emotionally and physically safe learning environment. We have an Emergency and Safety Team. Monthly fire/evacuation drills and several additional practice drills that focus on specific hypothetical emergency situations.

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	\$2,572	\$1,595,774
Classroom Supplies	\$41	\$25,408
Administration	\$435	\$269,620
Support Services-Students	\$284	\$176,419
Other Support Services and Operations	\$694	\$430,460
Total Expenditures- All Categories 2000-2001	\$4,026	\$2,497,681

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	Mark V. Knight	(480) 783-2000	
Transportation Policy	Chuck Keane	(480) 783-4230	
Community Resources	Christie Hartman	(480) 783-4053	
School Nutrition Programs	Mr. Lynn Hansen	(480) 783-4260	
Parent Organization	Mary Loomis	(480) 783-2024	
Student Health/Nurse	Susan Wolfe	(480) 783-2084	

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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