

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Kyrene de la Estrella Elementary School

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

Kyrene Elementary District
2620 E. Liberty Lane, Phoenix, AZ 85048

Principal: Mrs. Sharon Marie Wilcox, M.Ed.
Schedule: 7:15 AM to 3:45 PM
Web Address: www.kyrene.org
E-mail: swilco@kyrene.org

Grades: Pre-K-5
2002 Enrollment: 654
Phone: (480) 783-1800
Fax: (480) 759-5776

∨ School Overview ∨

Mission

School Mission: We are a child-centered community committed to providing high standards for achievement within a nurturing environment of kindness, respect, and celebration of diversity. At Estrella, students, parents, and staff will form partnerships that foster accountability, integrity, and responsibility in a journey toward becoming lifelong learners and contributing members of society.

Organization and Philosophy

- w Student-Centered
- w Focused on Teaching and Learning
- w High Expectations for Staff and Students
- w Committed to Parent Partnerships

Instructional Programs

- w K-3 Instructional Assistance
- w Integrated Curriculum/Instruction
- w On-site special education classes
- w Preschool
- w Full-day Kindergarten
- w Gifted classes
- w English Submersion Instruction
- w Community Education Programs

School/Academic Goals

- w Student Achievement: All students excel academically, with a primary focus on reading, writing, and mathematics.
- w Safe Schools: Students, staff, parents and community members feel safe in all Kyrene schools at all times.
- w Employee Relations: Employees feel attracted to membership in the organization; they want to stay with it, be influenced by it and exert their own influence in the achievement of the District's mission and goals.
- w Education of Choice: In an atmosphere of educational alternatives, Kyrene will be the premier schools in the East Valley.

Enrollment

October 1, 2001 School Year Student Enrollment:	647
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	50

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Formation of school improvement plan
- w Parent Satisfaction Survey
- w Suggestions and advice on school topics

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	1	0
4 to 6 years	5	2	0	0
7 to 9 years	3	7	0	0
10 or more years	4	9	1	0

∨ **Shared Responsibilities** ∨

School

The Kyrene de la Estrella staff have the following responsibilities: To ensure a safe learning environment; to set high academic standards; to teach and practice Life Skills; to hold high expectations for student behavior; to form a partnership with parents by maintaining regular home/school communication; by distributing handbooks and other school materials and to set goals for continuous school improvement.

Parents

Kyrene de la Estrella parents have the following responsibilities: To form partnerships with our school staff by working together to help students learn academically at school and home; to communicate on a regular basis; to ensure student attendance; to support school policies; to support homework; to become involved in goal setting and school improvement; and to take advantage of opportunities to enhance the educational process of their child through conferences and school activities.

∨ **Transportation Policy** ∨

The Kyrene District provides bus transportation for elementary students who live one mile or more from school, or who live where there are hazards such as major arterial streets and/or intersections. Bus drivers have the authority to enforce rules of conduct on the bus. Riding the bus is a privilege, not a right. Students must adhere to the rules of conduct. School officials have the legal authority to respond to problems that occur on the bus or at the bus stop.

∨ 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 AIMS scores for grades three and five well above state norms.</p>

<p>w Several teachers chosen as district-wide demonstration classrooms for new teachers.</p> | <p>w Stanford 9 scores well above state and national norms in reading, math, and language.</p>

<p>w Establishment of literacy library for all grade levels including advanced level readers.</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	10.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.9 %	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
Golden Apple 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	87	547	0%	6%	43%	52%
	School State	58840	524	9%	17%	45%	29%
Writing	School	88	583	1%	2%	60%	36%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	86	557	2%	8%	33%	57%
	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	118	526	3%	7%	57%	33%
	State	61305	505	21%	20%	43%	15%
Writing	School	110	559	2%	14%	42%	43%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	119	553	2%	13%	10%	75%
	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	--	--	--	--	--	--	--	--	--	96	68	60	--	--	--
2	Reading	--	--	--	--	--	50	87	69	52	88	73	53	89	69	57
	Language	--	--	--	--	--	40	99	65	43	99	66	44	92	67	48
	Mathematics	--	--	--	--	--	51	99	81	55	96	81	57	91	80	61
3	Reading	--	--	47	--	--	47	100	74	48	93	77	50	98	76	50
	Language	--	--	49	--	--	51	100	75	54	93	82	56	100	77	57
	Mathematics	--	--	46	--	--	49	100	80	52	93	84	54	100	80	56
4	Reading	--	--	53	--	--	54	97	80	54	91	80	55	95	77	55
	Language	--	--	47	--	--	49	100	69	48	93	74	50	94	75	50
	Mathematics	--	--	51	--	--	54	100	83	55	90	87	57	95	84	58
5	Reading	--	--	51	--	--	51	100	78	51	96	80	51	91	80	53
	Language	--	--	42	--	--	44	100	73	45	100	73	45	90	73	47
	Mathematics	--	--	51	--	--	54	100	86	55	96	92	57	92	90	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	74	72
Grades 3-4	78	78
Grades 4-5	75	89
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 primary goal with school discipline is to teach and facilitate cooperation, mutual respect, conflict resolution and appropriate social behaviors. Life skills are taught and reinforced throughout all settings at our school. We believe that our school procedures and schoolwide behavioral expectations support us in providing a positive, nurturing environment for children. Staff are training yearly on safety-crisis procedures. Fire drills are held monthly.

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	\$2,415	\$1,561,618
Classroom Supplies	\$40	\$26,117
Administration	\$394	\$254,925
Support Services-Students	\$235	\$152,040
Other Support Services and Operations	\$674	\$436,127
Total Expenditures- All Categories 2000-2001	\$3,759	\$2,430,827

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	Sharon Wilcox	(480) 783-1800	
Transportation Policy	Chuck Keane	(480) 783-4230	
Community Resources	Christie Winkleman	(480) 783-4053	
School Nutrition Programs	Lynn Hansen	(480) 783-4260	
Parent Organization	Magda Saiz	(480) 783-1800	
Student Health/Nurse	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/ on the Internet.

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