

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Kyrene de las Lomas School

Kyrene Elementary District  
11820 S. Warner Elliot Loop, Phoenix, AZ 85044

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

**Principal:** Mr. Patrick Yennie  
**Schedule:** 7:15 AM to 4:00 PM  
**Web Address:** [www.kyrene.org/schools/Lomas](http://www.kyrene.org/schools/Lomas)  
**E-mail:** [pyenni@kyrene.org](mailto:pyenni@kyrene.org)

**Grades:** Pre-K-5  
**2002 Enrollment:** 733  
**Phone:** (480) 783-2800  
**Fax:** (480) 783-5766

## ∨ School Overview ∨

### Mission

Our purpose is to provide a secure, informative and creative environment for students, staff and the community; support students in making choices that will make them successful and will lead them to having positive concepts of self and acceptance of others; instill a lifelong love of learning and independent thinking; encourage everyone to participate in the decision-making processes.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Looping with Same Teacher for Two Years

### School/Academic Goals

- w Increase student achievement in reading, writing and mathematics.
- w Increase students' skills with computers.

### Instructional Programs

- w Gifted
- w On-site Special Education
- w Special Education Preschool
- w ESL
- w Full-day Kindergarten - Tuition-based
- w CLIP--Tutoring of 1st Graders in Reading
- w CAI--Waterford Phonemic Software-Kinder.

- w Provide a safe and orderly school climate to support each individual child's learning.
- w Maintain a positive work environment that will enhance employee's well-being and job satisfaction.

### Enrollment

October 1, 2001 School Year Student Enrollment:	715
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	90

<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)  
 3 Teacher(s)  
 5 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

**Council Duties**

w Curriculum and Instructional Support  
 w Parent/Educator Communications  
 w After School Enrichment  
 w SBC Survey  
 w Funds for Teaching Materials  
 w Literacy Skills

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	1.00	Teacher Aide	18.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	6	3	0	0
7 to 9 years	2	0	0	0
10 or more years	11	10	0	0

∨ **Shared Responsibilities** ∨

**School**

Treat students/parents/guardians with courtesy and respect. Teach each child as an individual; be able to provide evidence of learning and be able to plan/suggest alternatives for those students who are experiencing academic/social difficulties. Communicate with the parent/guardian promptly when the need exists to meet and design an alternative academic/behavioral plan. Schedule conferences at a mutually agreed upon time. Respond to parent phone calls, issues/concerns promptly.

**Parents**

Value education and seek a balance between school work and outside activities. Set a good example. Show your children by your own actions that you believe learning is both enjoyable and useful. Monitor television viewing and the use of videos and game systems. Provide resources at home for learning. Utilize your local library and have books and magazines available in your home. Read with your children each day. (Parents As Partners - Brochure '99.)

∨ **Transportation Policy** ∨

Transportation is provided for students in grades Kindergarten through five who reside within the school attendance area but live more 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>	176	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/28/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/1/02	12/20/02	3/14/03	5/28/03
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### Additional Calendar/Report Card Information

In addition to four report cards sent home annually, Parent/Teacher conferences are held at the end of the first quarter and mid-way between the second and third grading periods. Some teachers provide student-led Parent Conferences.

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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 Special Education Preschool	W Closed-circuit Broadcasting
W 2 Computer Labs	W Multimedia Lab

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#### Extracurricular Activities

W Student Council	W Afterschool Tutoring in Reading
W Zoo Keepers	W Morning Announcement Video Broadcast
W Alternative Recess Game Room	

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#### School/Community Resources

W Kid's Club	W Phoenix Parks Day Care
W Recreational Activities - During Lunch	W Lunch Program
W Infant & Toddler Day Care Center	W After school Enrichment Classes

## ∨ 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

- W Lomas achieved its three goals for 2001-02:  
Improved students' skill in writing and technology use and high levels of community satisfaction with the service provided by the school.
- W Lomas Kindergartners spend 15 minutes per day in Computer-Assisted-Instruction in Phonemic Awareness and Phonics activities through our Waterford Software.
- W Lomas teachers have access to professional development in Balanced Literacy K/2 and 3/5 via Literacy Specialists and Communication Arts Mentors. Teachers also have access to a year-long CLIP training course via professional growth funds.

### 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>	14.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	10.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
Technology Grants (2 Teachers)	1999
Technology Grants (3 Teachers)	2000

## ∨ 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>99</b>	<b>542</b>	<b>3%</b>	<b>7%</b>	<b>47%</b>	<b>42%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>98</b>	<b>581</b>	<b>2%</b>	<b>3%</b>	<b>59%</b>	<b>36%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>95</b>	<b>552</b>	<b>1%</b>	<b>14%</b>	<b>29%</b>	<b>56%</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>121</b>	<b>514</b>	<b>12%</b>	<b>17%</b>	<b>51%</b>	<b>20%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>120</b>	<b>526</b>	<b>12%</b>	<b>20%</b>	<b>47%</b>	<b>21%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>124</b>	<b>505</b>	<b>11%</b>	<b>29%</b>	<b>14%</b>	<b>46%</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	--	--	--	--	--	--	--	--	--	96	68	60	--	--	--
2	Reading	--	--	--	100	55	50	97	54	52	81	66	53	82	66	57
	Language	--	--	--	100	58	40	100	54	43	84	65	44	94	52	48
	Mathematics	--	--	--	100	73	51	100	68	55	85	74	57	92	65	61
3	Reading	96	58	47	100	61	47	92	74	48	85	65	50	84	69	50
	Language	96	56	49	100	58	51	100	78	54	89	69	56	85	73	57
	Mathematics	95	72	46	100	64	49	100	88	52	89	81	54	86	79	56
4	Reading	98	62	53	100	65	54	91	60	54	87	68	55	89	69	55
	Language	95	58	47	100	59	49	98	51	48	93	61	50	94	59	50
	Mathematics	98	62	51	100	68	54	97	61	55	92	72	57	93	74	58
5	Reading	99	64	51	100	70	51	99	66	51	83	63	51	95	65	53
	Language	100	46	42	100	56	44	100	56	45	87	52	45	96	58	47
	Mathematics	99	67	51	100	73	54	99	78	55	86	76	57	96	76	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>68</b>	<b>76</b>
<b>Grades 3-4</b>	<b>77</b>	<b>68</b>
<b>Grades 4-5</b>	<b>72</b>	<b>82</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**

Goal: Safe Schools - Students, staff, parents and community members feel safe and are safe at Lomas at all times. Leverage Point - We will provide comprehensive prevention and intervention systems that will ensure a positive and safe learning environment. Prevention: Emergency Response Plan; Character Education via PRIDE (Personal Responsibility In Daily Effort) and Character Counts; Parent involvement via Family Handbook and communications; Alt-Recess Room; Student Behavior Plans; SRO contact.

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).

2

**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	\$2,658	\$1,980,237
Classroom Supplies	\$40	\$29,676
Administration	\$425	\$316,568
Support Services-Students	\$333	\$247,810
Other Support Services and Operations	\$657	\$489,243
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,112</b>	<b>\$3,063,534</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>	Patrick Yennie	(480) 783-2800	
<b>Transportation Policy</b>	Stan Peterson	(480) 783-4200	
<b>Community Resources</b>	Rebeckah Winans	(480) 783-2800	
<b>School Nutrition Programs</b>	Lynn Hansen	(480) 783-4260	
<b>Parent Organization</b>	Janna Hanson	(480) 783-2800	
<b>Student Health/Nurse</b>	Denise Nockels	(480) 783-2884	

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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