

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Kyrene de los Cerritos School

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

Kyrene Elementary District  
14620 S. Desert Foothills Pkwy, Phoenix, AZ 85048

**Principal:** Dr. Tim Trent

**Schedule:** 7:00 AM to 3:45 PM

**Web Address:** [www.kyrene.k12.az.us](http://www.kyrene.k12.az.us)

**E-mail:** [ttrent@email.kyrene.k12.az.us](mailto:ttrent@email.kyrene.k12.az.us)

**Grades:** Pre-K-5

**2002 Enrollment:** 753

**Phone:** (480) 783-1200

**Fax:** (480) 460-0498

### ∨ School Overview ∨

#### Mission

Kyrene de los Cerritos Elementary School opened in 1994 and shares a campus with Altadena Middle School in the foothills of Ahwatukee. At Cerritos, students learn what quality work is, and are guided to assess their own work and strive for excellence. Curiosity, ingenuity and a spirit of inventiveness are encouraged and displayed. Students are taught appropriate behavior and are provided guidance as they evaluate their own behavior and learn how to make appropriate choices.

#### Organization and Philosophy

- w Uses a Combination of Structures
- w Cross-grade Teams
- w Site-based
- w Parental Involvement

#### School/Academic Goals

- w Increase the percentage of students mastering the district mathematics curriculum using the NCTM Standards.
- w Increase availability and use of technology as a tool to enhance learning.
- w Increase student achievement in the area of literacy and writing.
- w Improve the quality and quantity of teaching and learning through a focus on differentiation of instruction.

#### Instructional Programs

- w Gifted
- w On-site Special Education
- w ESL
- w Extended Resource
- w Early Kindergarten
- w Preschool

#### Enrollment

|  |     |
|--|-----|
| October 1, 2001 School Year Student Enrollment:                            | 780 |
| Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02:             | 78  |

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

**Council Duties**

- w Parent/Educator Relations
- w Continuous Improvement Goals
- w School Improvement Plan
- w School/Business/Community Relations

∨ **Staffing Information** ∨

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

| Position                 | Number | Position     | Number |
|--------------------------|--------|--------------|--------|
| Administrator            | 2.00   | Teacher      | 42.00  |
| Other Professional Staff | 7.00   | Teacher Aide | 21.00  |

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

| Experience       | Degree     |          |           |       |
|------------------|------------|----------|-----------|-------|
|                  | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 15         | 0        | 0         | 0     |
| 4 to 6 years     | 11         | 6        | 0         | 0     |
| 7 to 9 years     | 4          | 2        | 0         | 0     |
| 10 or more years | 12         | 10       | 0         | 0     |

∨ **Shared Responsibilities** ∨

**School**

The staff at Kyrene de los Cerritos is committed to a collaborative partnership with parents to provide an excellent education in a safe and supportive environment. Teachers will provide timely communication regarding student progress. Parents will be alerted if there are problems with academic or social learning. Staff will meet with parents to plan how to meet the needs of students experiencing learning difficulty.

**Parents**

Learning is a partnership of parents, students and school staff. To this end, parents are encouraged to attend school functions to recognize their child's learning; communicate frequently with their child's teacher; support their child's learning by helping with homework; monitor their child's progress; volunteer their expertise to help improve their school; and serve on school and district committees to ensure that the community is represented in policy and program implementation.

∨ **Transportation Policy** ∨

Transportation is provided for students in grades Kindergarten through five who reside within the school attendance area and who live more than one mile from school. Transportation is also provided for students with disabilities whose Individual Education Plans (IEPs) indicate that transportation is required. Transportation is also provided for students living within a one-mile radius of the school 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. 50 min. | <b>Last Day of School:</b>  | 5/28/03 |

**Operates on Traditional Schedule**

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#### Report Card Release Dates

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

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### Additional Calendar/Report Card Information

Parent/teacher conferences are held for students after the first and second quarter. Parents may call to schedule additional conferences. Classroom teachers stay in regular contact with parents in regards to the students' ongoing 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 Networked Classes/Internet Access | W Technology Classroom |
| W Closed-circuit TV Broadcast       | W Publishing House     |

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#### Extracurricular Activities

|                       |                  |
|-----------------------|------------------|
| W Student Council     | W School Garden  |
| W Artist-in-Residence | W Desert Habitat |
| W Art Masterpiece     |                  |

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#### School/Community Resources

|                         |                           |
|-------------------------|---------------------------|
| W Before School Program | W Afterschool Program     |
| W Enrichment Clubs      | W Recreational Activities |
| W Chess Club            |                           |

## ∨ 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 According to our Cerritos Family Survey, 94.2% of our parents felt that their child's educational needs were being met in the areas of writing, math and science.</p> | <p>W In a recent survey, 99% of our parents said that they feel welcome at Cerritos School.</p>                                 |
| <p>W In a recent survey, 97.3% of our parents feel their child's needs are being met in technology. This is an increase of 5.2% from the 1997-98 school year.</p>          | <p>W In the area of writing, the majority of third graders achieved mastery in the areas of conventions, ideas and content.</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>                  | 12.0 % | 19.6 %  | 19.5 % | 20.5 % |
| <b>Transfers In</b> <sup>5</sup> : Within District | 0.7 %  | 2.7 %   | 2.2 %  | 2.0 %  |
| <b>Transfers In</b> <sup>5</sup> : Out-of-District | 6.3 %  | 9.7 %   | 9.6 %  | 9.5 %  |
| <b>Promotion Rate</b> <sup>6</sup>                 | 99.7 % | 98.4 %  | 97.8 % | 94.8 % |
| <b>Retention Rate</b> <sup>7</sup>                 | 0.3 %  | 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 |
|---|------|
| International Illumination Design Award | 1995 |
| Arizona Bioindustries STW Partnership   | 1998 |
| Arizona Bioindustries STW Partnership   | 1999 |
| Project Venture Awards                  | 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>120</b>    | <b>543</b> | <b>1%</b> | <b>9%</b>  | <b>45%</b> | <b>45%</b> |
|                    | School State   | 58840         | 524        | 9%        | 17%        | 45%        | 29%        |
| <b>Writing</b>     | <b>School</b>  | <b>118</b>    | <b>574</b> | <b>0%</b> | <b>8%</b>  | <b>64%</b> | <b>27%</b> |
|                    | State          | 57282         | 541        | 10%       | 12%        | 63%        | 16%        |
| <b>Mathematics</b> | <b>School</b>  | <b>118</b>    | <b>545</b> | <b>0%</b> | <b>12%</b> | <b>41%</b> | <b>47%</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>140</b> | <b>531</b> | <b>4%</b> | <b>8%</b>  | <b>47%</b> | <b>41%</b> |
|                    | State         | 61305      | 505        | 21%       | 20%        | 43%        | 15%        |
| <b>Writing</b>     | <b>School</b> | <b>140</b> | <b>573</b> | <b>1%</b> | <b>9%</b>  | <b>44%</b> | <b>47%</b> |
|                    | State         | 59599      | 512        | 17%       | 26%        | 42%        | 16%        |
| <b>Mathematics</b> | <b>School</b> | <b>142</b> | <b>546</b> | <b>2%</b> | <b>15%</b> | <b>8%</b>  | <b>74%</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      | --        | --    | -- | --        | --    | -- | --        | --    | -- | 88        | 73    | 60 | --        | --    | -- |
| 2     | Reading      | --        | --    | -- | 100       | 73    | 50 | 98        | 72    | 52 | 88        | 67    | 53 | 81        | 65    | 57 |
|       | Language     | --        | --    | -- | 100       | 71    | 40 | 99        | 70    | 43 | 92        | 72    | 44 | 88        | 59    | 48 |
|       | Mathematics  | --        | --    | -- | 100       | 81    | 51 | 100       | 81    | 55 | 96        | 82    | 57 | 87        | 81    | 61 |
| 3     | Reading      | 100       | 64    | 47 | 100       | 78    | 47 | 98        | 78    | 48 | 98        | 74    | 50 | 90        | 74    | 50 |
|       | Language     | 100       | 64    | 49 | 100       | 80    | 51 | 100       | 79    | 54 | 99        | 78    | 56 | 92        | 79    | 57 |
|       | Mathematics  | 100       | 74    | 46 | 100       | 81    | 49 | 100       | 83    | 52 | 98        | 80    | 54 | 92        | 77    | 56 |
| 4     | Reading      | 100       | 79    | 53 | 100       | 76    | 54 | 97        | 81    | 54 | 97        | 85    | 55 | 91        | 82    | 55 |
|       | Language     | 97        | 72    | 47 | 100       | 72    | 49 | 100       | 74    | 48 | 99        | 73    | 50 | 93        | 73    | 50 |
|       | Mathematics  | 98        | 80    | 51 | 100       | 78    | 54 | 98        | 84    | 55 | 97        | 80    | 57 | 95        | 83    | 58 |
| 5     | Reading      | 100       | 73    | 51 | 100       | 78    | 51 | 97        | 67    | 51 | 99        | 76    | 51 | 91        | 81    | 53 |
|       | Language     | 100       | 69    | 42 | 100       | 72    | 44 | 97        | 65    | 45 | 100       | 71    | 45 | 90        | 76    | 47 |
|       | Mathematics  | 100       | 81    | 51 | 100       | 83    | 54 | 97        | 77    | 55 | 100       | 86    | 57 | 94        | 87    | 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<br/>One Year's Growth</b> | <b>Percentage of Students Achieving<br/>One Year's Growth</b> |
| <b>Grades 2-3</b> | <b>80</b>   | <b>64</b>   |
| <b>Grades 3-4</b> | <b>89</b>   | <b>78</b>   |
| <b>Grades 4-5</b> | <b>54</b>   | <b>78</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

Supervision is the basis of safety. Doors remain locked during school hours. Parents must enter through the office and wear a name badge when they are on campus. Students are supervised by teachers and the administrative staff when they are outside. Staff meets and greets students in the morning and evening so they become familiar with parents and easily identified. Cerritos is a happy place where all adults are mindful of the care and well-being of each student.

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                                   | \$2,455                             | \$2,079,104                     |
| Classroom Supplies                                      | \$41                                | \$34,732                        |
| Administration  | \$397                               | \$335,817                       |
| Support Services-Students                               | \$232                               | \$196,881                       |
| Other Support Services and Operations                   | \$546                               | \$462,731                       |
| <b>Total Expenditures-<br/>All Categories 2000-2001</b> | <b>\$3,671</b>                      | <b>\$3,109,265</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>       | Timothy Trent    | (480) 783-1280 |           |
| <b>Transportation Policy</b>     | Chuck Keane      | (480) 783-4230 |           |
| <b>Community Resources</b>       | Aleena Argandona | (480) 783-1296 |           |
| <b>School Nutrition Programs</b> | Lynn Hansen      | (480) 783-4260 |           |
| <b>Parent Organization</b>       | Pam Hostallero   | (480) 460-8849 |           |
| <b>Student Health/Nurse</b>      | Royce Horn       | (480) 783-1284 |           |

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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