

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

14620 S. Desert Foothills Pkwy, Bldg. #3, Phoenix, AZ 85048

### Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

##### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Dr. Janet W. Thor  
 Schedule : 07:15 AM to 03:45 PM  
 Grades : Pre-K-5  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-1200  
 Fax Number : (480) 460-0498  
 E-mail : jthor@kyrene.org

#### Mission

Cerritos is committed to providing an environment where students' rights to safety, belonging and learning are protected. Content, resources and methods are integrated to maximize opportunities for learning. Curiosity, ingenuity and a spirit of inventiveness are encouraged and displayed. Self-assessment is encouraged and seen as a tool for the lifelong learning process. The importance of our connections to each other, the community and the world beyond are understood and valued.

#### No Child Left Behind

##### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

##### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü Increase the percentage of students scoring in the proficient range on the District reading assessment.
- ü Increase the writing scores of students using a 5-point rubric and assessing 3 times during the year to monitor progress.
- ü Increase availability and use of technology as a tool to enhance learning by having three grade levels involved in the KTTTP program, with at least one other teacher at the other grade levels.
- ü Incorporate Second Step training into the already existing Character Counts program to enable students to make good choices regarding behavior.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 730  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 22

Instructional Programs

- Ü Gifted
- Ü K-3 Reading
- Ü Kyrene Teaches through Technology
- Ü Extended Resource
- Ü All-Day Kindergarten
- Ü Special Education PreSchool
- Ü 4-5 Fluency Lab
- Ü After School Clubs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Cerritos is committed to a collaborative partnership with parents to provide an excellent education in a safe and supportive environment. The school has and maintains high academic standards for all students at all ability levels. Communication is paramount for the community, there is a monthly school newsletter as well as weekly communication from classroom teachers to parents. Additionally, family handbooks are distributed and parents and community people serve on the Site Council.

Parents

Learning is a partnership. Parents help by attending school functions, communicating frequently with their child's teacher, helping with homework, monitoring their child's progress; volunteering their skills to help improve our school and serving on committees. The PTO is extremely active and supportive of the learning goals and expectations for the students.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Arizona Bioindustries STW Partnership	1998
Ü Arizona Bioindustries STW Partnership	1999
Ü Project Venture Awards	2000
Ü CEC - Teacher and Administrator of the Year	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1893	80010	100	98	99	491	481	447	3	3	10	5	8	18	52	47	53	40	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	934	38935	100	99	99	496	483	447	NA	2	9	2	8	19	57	49	55	41	41	17
Male	55	959	40974	100	98	98	486	480	448	5	4	11	7	9	18	47	46	52	40	41	19
African American	NC	150	4201	NC	96	99	NC	447	430	NC	7	17	NC	17	23	NC	59	51	NC	17	9
Hispanic	10	296	34545	100	98	99	NA	459	432	NA	6	14	NA	14	24	NA	56	53	NA	24	9
Asian/Pacific Islander	10	171	2068	100	98	99	NA	503	474	NA	1	4	NA	5	10	NA	36	50	NA	58	36
American Indian/Alaskan Native	NC	62	3979	NC	94	96	NC	444	424	NC	15	17	NC	21	30	NC	50	47	NC	15	6
White	83	1214	35142	100	99	99	494	490	465	2	2	5	5	5	11	48	45	56	45	47	28
Students with Disabilities	12	252	10161	100	91	93	460	447	419	17	16	28	17	22	28	42	40	36	25	21	8
Students without Disabilities	97	1641	69849	100	100	100	494	486	451	1	1	7	3	6	17	54	49	56	42	44	19
Limited English Proficient Students	NC	53	14013	NC	91	97	NC	430	413	NC	13	24	NC	28	34	NC	49	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	397	39029	NC	97	98	NC	452	432	NC	10	14	NC	16	25	NC	54	52	NC	20	9
Non-Economically Disadvantaged	102	1496	40981	100	99	100	493	489	462	2	1	6	4	6	13	51	46	54	43	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1871	79438	100	97	98	487	479	451	NA	2	9	10	12	24	61	63	56	29	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	929	38775	100	98	99	496	484	457	NA	2	7	4	9	22	57	65	58	39	25	13
Male	55	942	40560	100	96	97	479	474	446	NA	3	12	16	16	25	64	61	54	20	20	9
African American	NC	147	4178	NC	94	98	NC	454	439	NC	5	13	NC	27	29	NC	58	52	NC	10	6
Hispanic	10	292	34297	100	97	98	NA	462	434	NA	4	14	NA	19	31	NA	65	50	NA	13	5
Asian/Pacific Islander	10	170	2063	100	97	99	NA	492	475	NA	1	3	NA	9	15	NA	61	63	NA	29	20
American Indian/Alaskan Native	NC	59	3940	NC	89	95	NC	451	429	NC	8	14	NC	32	36	NC	47	47	NC	12	3
White	83	1203	34887	100	98	98	490	485	471	NA	1	4	8	9	15	59	64	63	33	26	18
Students with Disabilities	12	231	9588	100	83	88	454	447	416	NA	10	30	33	29	32	58	48	34	8	13	5
Students without Disabilities	97	1640	69850	100	100	100	491	483	456	NA	1	7	7	10	23	61	65	59	32	24	12
Limited English Proficient Students	NC	50	13856	NC	86	96	NC	421	407	NC	14	27	NC	46	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	385	38685	NC	94	97	NC	452	435	NC	6	14	NC	25	32	NC	59	50	NC	9	5
Non-Economically Disadvantaged	102	1486	40753	100	98	99	490	486	467	NA	1	5	8	9	16	61	64	62	31	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1898	79971	100	99	99	466	454	423	3	3	8	13	25	41	72	64	49	12	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	938	38974	100	99	99	487	469	437	NA	2	5	2	17	33	85	70	57	13	12	4
Male	55	960	40895	100	98	98	445	440	410	5	4	10	24	33	47	60	58	41	11	5	2
African American	NC	151	4203	NC	96	99	NC	429	411	NC	8	11	NC	32	45	NC	56	43	NC	5	2
Hispanic	10	299	34481	100	99	99	NA	440	410	NA	3	10	NA	34	46	NA	60	43	NA	3	1
Asian/Pacific Islander	10	173	2067	100	99	99	NA	475	449	NA	1	4	NA	16	28	NA	64	60	NA	19	8
American Indian/Alaskan Native	NC	64	3995	NC	97	96	NC	441	409	NC	3	10	NC	36	47	NC	52	42	NC	9	1
White	83	1211	35150	100	99	99	465	459	437	2	2	5	13	22	35	73	67	56	11	9	5
Students with Disabilities	12	257	10258	100	92	94	412	412	377	17	11	23	25	44	51	58	42	25	NA	3	1
Students without Disabilities	97	1641	69713	100	100	100	472	461	429	1	1	5	11	22	39	74	68	52	13	9	3
Limited English Proficient Students	NC	56	13985	NC	97	97	NC	399	382	NC	11	18	NC	48	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	401	38994	NC	98	98	NC	430	409	NC	6	10	NC	36	47	NC	54	41	NC	3	1
Non-Economically Disadvantaged	102	1497	40977	100	99	100	468	461	437	3	2	5	11	22	34	74	67	56	13	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2050	80147	98	98	99	525	515	482	1	3	11	3	7	17	43	44	49	53	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	987	39281	97	99	99	532	516	483	2	2	9	2	7	17	38	44	50	59	47	24
Male	73	1063	40780	99	98	98	520	515	482	1	3	12	4	7	17	47	44	48	48	46	24
African American	NC	191	4249	NC	97	99	NC	483	464	NC	9	17	NC	16	22	NC	51	48	NC	24	13
Hispanic	NC	339	33494	NC	98	99	NC	498	466	NC	4	15	NC	12	23	NC	53	49	NC	31	14
Asian/Pacific Islander	17	193	2103	100	99	99	560	542	515	NA	3	4	NA	2	8	18	31	44	82	65	45
American Indian/Alaskan Native	--	57	4117	--	93	96	--	479	456	--	7	19	--	12	27	--	61	46	--	19	8
White	104	1270	36122	98	99	99	521	522	501	2	1	5	4	5	10	45	41	50	49	52	35
Students with Disabilities	10	234	10295	77	89	92	NA	474	443	NA	14	33	NA	22	26	NA	44	33	NA	20	8
Students without Disabilities	126	1816	69852	100	100	100	528	520	488	NA	1	7	2	5	16	42	44	51	56	50	26
Limited English Proficient Students	--	48	12722	--	98	97	--	478	441	--	10	27	--	19	33	--	54	37	--	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	405	38371	NC	97	97	NC	484	465	NC	9	15	NC	13	23	NC	57	49	NC	22	13
Non-Economically Disadvantaged	132	1645	41776	98	99	100	526	523	498	1	1	6	3	6	11	42	41	49	55	52	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2024	79686	98	97	98	506	494	470	2	3	11	7	12	24	78	72	57	13	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	980	39163	97	98	99	514	498	475	2	2	9	3	10	22	78	73	60	17	15	10
Male	73	1044	40438	99	97	97	500	490	465	3	4	13	10	13	25	78	71	54	10	12	7
African American	NC	187	4228	NC	95	98	NC	472	458	NC	8	15	NC	19	28	NC	69	53	NC	4	4
Hispanic	NC	335	33299	NC	97	98	NC	479	452	NC	4	17	NC	19	32	NC	70	47	NC	7	3
Asian/Pacific Islander	17	191	2097	100	98	99	514	501	490	NA	3	5	NA	8	13	88	71	68	12	18	14
American Indian/Alaskan Native	--	57	4087	--	93	96	--	467	446	--	9	16	--	32	38	--	56	44	--	4	2
White	104	1254	35914	98	98	98	504	502	489	3	1	5	7	8	15	77	74	67	13	17	14
Students with Disabilities	10	211	9808	77	80	87	NA	462	432	NA	15	35	NA	27	32	NA	52	30	NA	6	3
Students without Disabilities	126	1813	69878	100	100	100	509	498	475	NA	1	8	6	10	23	81	74	61	13	15	9
Limited English Proficient Students	--	42	12594	--	86	96	--	446	422	--	17	34	--	33	45	--	50	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	393	38095	NC	94	97	NC	471	452	NC	8	17	NC	24	32	NC	62	48	NC	7	3
Non-Economically Disadvantaged	132	1631	41591	98	98	99	507	500	486	2	2	6	6	9	16	79	74	65	14	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2042	80372	98	98	99	504	501	475	3	1	4	10	14	30	79	79	64	7	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	989	39452	98	99	99	519	513	488	3	1	3	6	9	22	78	83	72	13	8	3
Male	72	1053	40836	97	98	98	491	489	464	3	2	6	14	19	37	81	76	56	3	3	1
African American	NC	192	4264	NC	97	99	NC	480	465	NC	4	5	NC	25	35	NC	70	59	NC	2	1
Hispanic	NC	339	33608	NC	98	99	NC	487	462	NC	2	6	NC	21	36	NC	77	57	NC	1	1
Asian/Pacific Islander	17	191	2098	100	98	99	523	517	500	NA	2	2	NA	6	16	82	77	75	18	16	7
American Indian/Alaskan Native	--	60	4128	--	98	97	--	483	464	--	NA	4	--	27	39	--	72	56	--	2	1
White	104	1260	36213	98	98	99	500	506	489	4	1	2	12	11	22	80	82	72	5	6	3
Students with Disabilities	10	230	10526	77	87	94	NA	461	427	NA	5	15	NA	41	53	NA	53	31	NA	2	1
Students without Disabilities	126	1812	69846	100	100	100	509	506	482	NA	1	3	9	10	26	84	83	69	7	6	2
Limited English Proficient Students	--	45	12747	--	92	97	--	450	432	--	9	12	--	31	52	--	58	36	--	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	400	38521	NC	96	98	NC	480	461	NC	2	6	NC	29	38	NC	67	55	NC	3	1
Non-Economically Disadvantaged	132	1642	41851	98	99	100	504	506	489	2	1	3	11	10	22	80	82	72	8	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2071	79306	98	98	99	565	551	504	1	3	13	2	7	20	38	41	49	58	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1006	38845	100	99	99	564	553	505	NA	3	11	3	6	20	37	42	50	59	48	18
Male	66	1065	40383	97	98	98	565	549	504	2	3	14	2	9	19	39	39	47	58	48	19
African American	NC	157	4171	NC	99	98	NC	517	485	NC	10	20	NC	13	26	NC	48	44	NC	28	10
Hispanic	NC	315	32673	NC	97	99	NC	531	487	NC	5	18	NC	11	25	NC	50	46	NC	34	10
Asian/Pacific Islander	10	177	2147	100	99	99	NA	579	539	NA	3	5	NA	4	10	NA	28	46	NA	65	40
American Indian/Alaskan Native	NC	47	4034	NC	94	97	NC	523	479	NC	11	22	NC	11	29	NC	49	43	NC	30	7
White	99	1375	36234	99	98	99	565	556	523	NA	2	6	2	6	13	39	39	52	59	52	28
Students with Disabilities	11	231	10286	85	87	91	510	486	462	NA	23	41	18	24	27	73	41	27	9	12	5
Students without Disabilities	114	1840	69020	100	100	100	570	559	510	1	1	9	1	5	18	35	41	52	63	53	21
Limited English Proficient Students	--	30	10291	--	97	96	--	516	458	--	13	38	--	17	34	--	47	26	--	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	335	37437	NC	96	97	NC	515	486	NC	10	19	NC	16	26	NC	51	46	NC	23	9
Non-Economically Disadvantaged	122	1736	41869	99	98	100	566	558	521	1	2	7	2	6	14	38	39	51	60	53	27

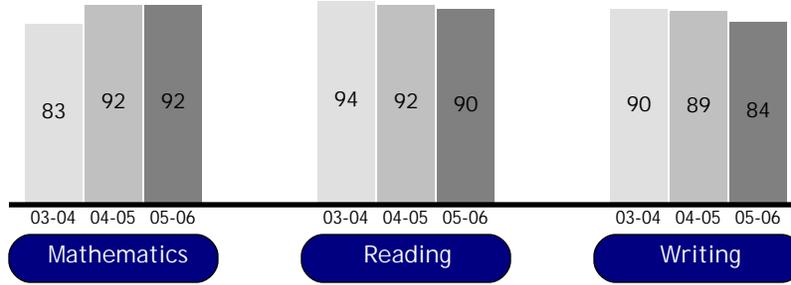
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	2042	79000	95	97	98	528	518	489	1	2	10	3	11	24	74	68	58	21	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	995	38774	97	97	99	537	522	494	NA	1	7	4	8	22	70	70	61	26	20	10
Male	64	1047	40150	94	96	98	520	514	485	2	3	12	3	14	25	78	65	55	17	18	8
African American	NC	155	4153	NC	97	98	NC	491	476	NC	6	13	NC	26	30	NC	61	53	NC	6	4
Hispanic	NC	312	32508	NC	96	98	NC	503	472	NC	3	15	NC	16	33	NC	72	49	NC	9	3
Asian/Pacific Islander	10	176	2142	100	98	99	NA	530	510	NA	3	4	NA	8	14	NA	61	67	NA	28	16
American Indian/Alaskan Native	NC	44	4016	NC	88	96	NC	494	467	NC	5	14	NC	23	37	NC	66	46	NC	7	2
White	95	1355	36135	95	97	98	530	524	508	NA	1	4	2	8	14	75	68	67	23	22	15
Students with Disabilities	NC	202	9991	NC	76	88	NC	473	449	NC	13	33	NC	39	36	NC	41	29	NC	7	2
Students without Disabilities	114	1840	69009	100	100	100	530	523	495	1	1	6	1	8	22	76	71	62	22	20	10
Limited English Proficient Students	--	30	10199	--	97	95	--	467	439	--	23	35	--	23	47	--	50	18	--	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	324	37234	NC	93	97	NC	490	472	NC	6	15	NC	23	33	NC	65	50	NC	6	3
Non-Economically Disadvantaged	118	1718	41766	96	97	99	529	524	505	1	1	5	3	9	16	75	68	65	22	22	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2066	79611	98	98	99	541	525	496	NA	2	7	12	24	37	87	72	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1008	39016	100	99	99	556	539	511	NA	1	4	5	14	29	93	82	66	2	3	1
Male	66	1058	40519	97	97	98	527	513	482	NA	2	10	18	33	44	82	64	46	NA	1	0
African American	NC	154	4188	NC	97	98	NC	511	486	NC	3	9	NC	37	40	NC	59	50	NC	1	0
Hispanic	NC	318	32855	NC	98	99	NC	513	481	NC	3	10	NC	29	43	NC	68	47	NC	1	0
Asian/Pacific Islander	10	176	2149	100	98	100	NA	540	519	NA	2	4	NA	16	24	NA	78	70	NA	5	2
American Indian/Alaskan Native	NC	46	3992	NC	92	96	NC	496	478	NC	7	10	NC	41	46	NC	50	44	NC	2	0
White	99	1372	36380	99	98	99	539	529	511	NA	1	4	12	21	30	87	75	65	1	2	1
Students with Disabilities	11	228	10664	85	85	94	498	472	440	NA	9	23	55	57	54	45	33	22	NA	0	1
Students without Disabilities	114	1838	68947	100	100	100	544	532	504	NA	1	4	8	20	34	91	77	61	1	2	1
Limited English Proficient Students	--	30	10362	--	97	97	--	463	438	--	17	22	--	43	57	--	40	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	333	37626	NC	96	98	NC	502	479	NC	5	10	NC	38	45	NC	56	45	NC	1	0
Non-Economically Disadvantaged	122	1733	41985	99	98	100	541	530	511	NA	1	4	11	21	30	89	76	65	1	2	1

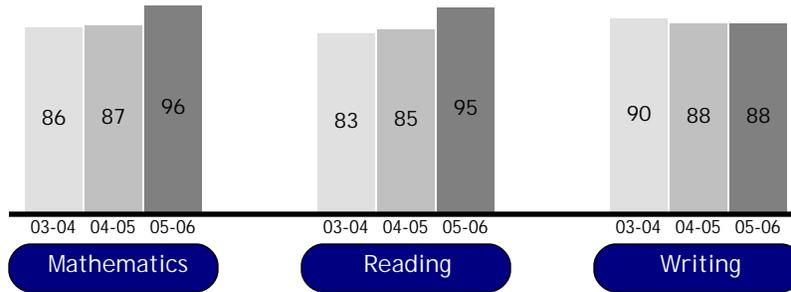
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	74	NA	58	97	66	60	47	97	68	65	46
	Language	95	69	60	50	97	58	58	47	97	68	65	48
	Mathematics	95	86	76	64	98	75	66	50	97	78	73	52
3	Reading	98	76	NA	55	96	63	59	44	98	75	68	46
	Language	99	80	72	61	96	62	57	44	98	73	63	46
	Mathematics	99	80	78	61	96	75	67	51	98	80	75	52
4	Reading	98	77	NA	56	98	67	63	48	96	76	68	52
	Language	100	67	66	52	98	67	63	49	96	73	70	52
	Mathematics	100	78	78	61	98	77	70	53	96	82	76	58
5	Reading	99	79	NA	55	98	66	65	50	94	80	75	56
	Language	99	71	65	49	98	66	65	50	98	82	73	54
	Mathematics	99	87	83	63	98	69	67	49	98	82	78	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Tax Credit Expenditures
- Ü Parent Community Survey
- Ü A+ School application
- Ü School/Business/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.51
Other Professional Staff	1.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	7	0	0
10 or more years	3	14	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Networked Classes/Internet Access
- Ü Computer Labs/wireless capability
- Ü Library
- Ü Covered Playgrounds

Extracurricular Activities

- Ü Student Council
- Ü After School Child Care
- Ü Artist-in-Residence
- Ü After School Enrichment Clubs
- Ü Adult Community Enrichment Classes
- Ü Lunchtime Sports

Social Services

- Ü Health Services
- Ü Prevention Programs
- Ü Counseling Groups
- Ü Crisis Intervention
- Ü After-school tutoring (free to students)
- Ü Recreational Activities
- Ü Character Counts Program
- Ü National Free/Reduced Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students increased their knowledge and ability levels in math, reading, and writing with the use of differentiated teaching strategies by the staff.
  
- ü According to the Cerritos' Family Survey, 95% of our parents believed that their child's educational needs were being met in the areas of writing, math and science. Additionally, 99% of our parents feel welcome at the school.
  
- ü Students increased their knowledge of Character Counts and how the value system works. This program was incorporated into the discipline program of the school and there was a decrease in referrals of students.
  
- ü We continue to incorporate the Second Step Violence Prevention program into our school to further educate children about bullying and to ensure that they knew the consequences.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Supervision is safety! Doors remain locked, parents must enter through the office, sign in and out, as well as wear a name badge when on campus. Students are always supervised by staff. We meet students each day to become familiar with the parents. Teachers have duty in the morning and afternoon on the playground as well as the crosswalk and parking lot areas. Additionally, they are in the cafeteria during the lunch periods.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Janet W. Thor	(480) 783-1200
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Mary Harmon	(480) 783-1294
Parent Organization	Chris Smith	(480) 783-1200
Student Health/Nurse	Joelle Green	(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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.