

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Sturgeon Cromer Elementary School

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

Flagstaff Unified District  
7150 E. Silver Saddle Road, Flagstaff, AZ 86004-3207

**Principal:** Ms. Suzanne Christine Fonoti  
**Schedule:** 8:15 AM to 3:30 PM  
**Web Address:** [www.flagstaff.k12.az.us/cromer/](http://www.flagstaff.k12.az.us/cromer/)  
**E-mail:** [cfonoti@apscc.org](mailto:cfonoti@apscc.org)

**Grades:** K-6  
**2002 Enrollment:** 662  
**Phone:** (928) 773-4150  
**Fax:** (928) 526-8985

## ∨ School Overview ∨

### Mission

Cromer's mission is to ensure each child a quality education. Educators, family and community are responsible for providing optimal educational opportunities for all students. We have adopted the following core values. We value an atmosphere of RESPECT for self and others. We value a SAFE and NURTURING learning environment. We value EDUCATIONAL EXCELLENCE while maintaining high expectations and providing opportunities to reach one's full potential.

### Organization and Philosophy

- w Regular Education Classrooms
- w Departmentalized Classes
- w Inclusive Practices/Instruction
- w Cross-grade-level Instruction

### Instructional Programs

- w Regular Education Program
- w Full-day Kindergarten
- w Special Education Program
- w Talented and Gifted Program
- w El Supplemental Program
- w Art/PE/Music Programs
- w Technology Program
- w Sixth Grade Middle School Program

### School/Academic Goals

- w All students will increase their ability to read and comprehend in various literary forms.
- w All students will increase their knowledge and ability to apply mathematical concepts and processes in real-world situations.
- w All students will increase their ability to write clearly and concisely in all curricular areas.
- w All students will demonstrate improvement in their ability to apply critical thinking skills to problem solving in real-world situations.

### Enrollment

October 1, 2001 School Year Student Enrollment:	683
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	10

<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**

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

**Council Duties**

- w School Mission/Goals
- w Budget
- w School Safety Issues
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	6.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	1	0
4 to 6 years	3	1	0	0
7 to 9 years	0	1	0	0
10 or more years	5	16	0	0

∨ **Shared Responsibilities** ∨

**School**

We assure parents that their children will receive the instruction and materials necessary to ensure each child a quality education. We will assume responsibility for the safety of their children during school hours, on the playground, in the buildings and on school-related outings to ensure their academic, physical and social well-being. A handbook is distributed to parents communicating our school policies and procedures.

**Parents**

Cromer Elementary School parents are responsible for ensuring that our children are physically and emotionally prepared to attend school. Our parents are obliged to be active participants in their child's learning and school life. Our parents are responsible for encouraging a 'Sense of Community' through financial support, volunteerism and mentoring. They are expected to voice concerns appropriately and to stay informed on school issues.

∨ **Transportation Policy** ∨

Cromer Elementary School is located within a rural community. This entitles any student who lives outside a half-mile radius of Cromer Elementary School to bus transportation services.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/26/02
<b>Average Daily Instruction Time:</b>	5 hrs. 15 min.	<b>Last Day of School:</b>	6/5/03

**Operates on Trimester Schedule**

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#### Report Card Release Dates

11/27/02	3/7/03	6/5/03
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#### Additional Calendar/Report Card Information

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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 - Yes      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 Media Center	W Computer Lab
W Gymnasium with Stage/Curtains/Lights	W Acoustic-tiered Music Room

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#### Extracurricular Activities

W Student Council	W Chess Club
W Cromer Postal Service (Wee Deliver)	W Band/Strings
W Boys/Girls Intramural Sports	

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#### School/Community Resources

W Breakfast Program	W Before/After School Program
W Lunch Program	W Counseling Services
W Community Meeting Center	W Community Classes
W Parenting Assistance	W Health Services

## ∨ 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 From the graduating top 5% of Coconino High School class of 1999, 8 out of 14 students attended Cromer Elementary School.</p>  | <p>W Cromer Elementary School is in partnership with Coconino County Parks and has opened a community park.</p> |
| <p>W Cromer Elementary School initiated and implemented the first full-day Kindergarten program in Flagstaff Unified School District. Our full-day Kindergarten program has been in existence since 1993.</p> | <p>W Our Science Fair has been judged as exemplary by science professionals and educators.</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>	17.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	0.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.4 %	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
Recipient of State School-to-Work Grant	2000
Lamp of Knowledge Awards	2001
Coconino County Park Name Winners	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>79</b>	<b>542</b>	<b>6%</b>	<b>11%</b>	<b>42%</b>	<b>41%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>67</b>	<b>572</b>	<b>0%</b>	<b>6%</b>	<b>61%</b>	<b>33%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>67</b>	<b>542</b>	<b>3%</b>	<b>25%</b>	<b>22%</b>	<b>49%</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>97</b>	<b>502</b>	<b>29%</b>	<b>26%</b>	<b>31%</b>	<b>14%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>86</b>	<b>506</b>	<b>17%</b>	<b>34%</b>	<b>37%</b>	<b>12%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>101</b>	<b>493</b>	<b>14%</b>	<b>41%</b>	<b>12%</b>	<b>34%</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	--	--	--	--	--	--	--	--	--	69	75	60	--	--	--
2	Reading	--	--	--	100	64	50	100	65	52	75	72	53	93	67	57
	Language	--	--	--	100	67	40	100	60	43	78	64	44	96	56	48
	Mathematics	--	--	--	100	80	51	100	73	55	78	79	57	86	76	61
3	Reading	100	50	47	100	52	47	94	54	48	79	66	50	81	73	50
	Language	100	46	49	100	48	51	100	56	54	79	61	56	80	76	57
	Mathematics	100	44	46	100	47	49	98	68	52	79	77	54	81	82	56
4	Reading	98	59	53	100	66	54	90	64	54	71	67	55	89	67	55
	Language	100	53	47	100	57	49	98	56	48	74	58	50	90	60	50
	Mathematics	100	50	51	100	54	54	95	59	55	77	69	57	100	67	58
5	Reading	98	60	51	100	64	51	98	62	51	90	59	51	82	61	53
	Language	100	46	42	100	48	44	92	49	45	90	48	45	81	52	47
	Mathematics	100	47	51	100	52	54	100	58	55	90	61	57	90	65	59
6	Reading	100	61	53	100	60	54	78	65	53	88	64	54	87	67	56
	Language	100	47	41	100	45	44	81	51	44	88	59	45	89	59	47
	Mathematics	100	57	57	100	57	59	90	73	60	89	77	63	90	75	65

∨ **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>60</b>	<b>53</b>
<b>Grades 3-4</b>	<b>77</b>	<b>69</b>
<b>Grades 4-5</b>	<b>66</b>	<b>72</b>
<b>Grades 5-6</b>	<b>90</b>	<b>93</b>
<b>Grades 6-7</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**

Cromer Elementary School has implemented a Life Skills program that recognizes students who exhibit exemplary life skills such as respect, responsibility and cooperation. Cromer School has developed a Crisis Management Plan to deal with most emergencies. Cromer students participate in a peer-helpers program via the Counseling Department.

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).

3

**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	\$2,857	\$2,038,606
Classroom Supplies	\$0	\$0
Administration	\$406	\$289,673
Support Services-Students	\$247	\$176,015
Other Support Services and Operations	\$586	\$418,099
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,096</b>	<b>\$2,922,393</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>	Suzanne C. Fonoti	(928) 773-4150	
<b>Transportation Policy</b>	Fred Fennell	(928) 773-4171	
<b>Community Resources</b>	Joe Rauschenbach	(928) 526-1265	
<b>School Nutrition Programs</b>	Vicky Dolan	(928) 773-4156	
<b>Parent Organization</b>	Lerryn Roberds	(928) 773-4150	
<b>Student Health/Nurse</b>	Debra Kamzelski	(928) 773-4152	

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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