

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Crismon Elementary School

Mesa Unified District
825 W. Medina, Mesa, AZ 85210-7189

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

Principal: Mr. Michael Switzer

Schedule: 8:00 AM to 4:00 PM

Web Address: www.mesa.k12.az.us/~crismon

E-mail: Unpublished or Unavailable

Grades: Pre-K-6

2002 Enrollment: 763

Phone: (480) 472-4000

Fax: (480) 472-4058

∨ School Overview ∨

Mission

Crismon is part of a cooperative, nurturing community that assists the school in achieving the best education for all Crismon students. Our goals are to build secure and confident learners; foster good citizenship; promote opportunities for the students to become lifelong learners; encourage self-understanding and self-awareness in students leading to positive self-esteem and respect for others.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Thematic Literature-based Instruction
- w Emphasis on Phonics

Instructional Programs

- w Special Education (Emotionally Disabled)
- w Accelerated Reader Program
- w Advanced Placements
- w Learning Disabled
- w Speech Therapy
- w Peer Tutoring
- w Extended-day Kinder./Community Education
- w Extended Learning for Gifted

School/Academic Goals

- w Each grade is selecting grade-level goals in language, math and reading. These will be measured using the Stanford 9 Achievement Tests for grades two, four, and six, as well as AIMS for grades three and five.
- w Grade-level teams are identifying best practices and areas for score improvement in each classroom and grade level. By disaggregating data, we are working to improve the delivery of the information so that all learners can improve.
- w Grade levels are working on the the Six Traits of good writing and developing the requisite skills to perform on the district writing tests at grade levels two, three, four, five, six, in the spring.
- w We are working to employ more computerized instruction to supplement or complement the learning in each math class.

Enrollment

October 1, 2001 School Year Student Enrollment:	786
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	107

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- W Customer Service
- W Questions Re: Policies
- W School Safety Issues
- W Student Discipline
- W Absence/Tardy Issues
- W Academic Goals/Testing

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	43.50
Other Professional Staff	6.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

We pledge to our parents, that we will communicate regularly and clearly. Provide a learning environment safe from harassment and fear. Respect all children, families and values. Teach all children and see that all children learn. Challenge students academically with a variety of materials and teaching techniques. Treat all children fairly.

Parents

We encourage parents to work with children at home everyday to reinforce the learning that occurs at school; see that their children are prompt and regular in attendance; provide a home environment that is supportive of learning; communicate their children's needs to the school; work cooperatively with the school staff to provide the best educational experience for their children and attend school functions that involve their children.

∨ **Transportation Policy** ∨

Busing is provided for all students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP. Busing is provided for students that live near a dangerous roadway.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02	1/10/03	3/13/03	5/29/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - No

³ 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.

Special Facilities

W Computer Lab	W Media Center
W Art Room & Music Room	W Stage

Extracurricular Activities

W Soccer & Basketball Teams	W Community Education Programs
W Student Council	W City of Mesa Recreation Programs
W Mesa Public Schools Prime Time Program	W School Musical (Chorus, Band & Orch.)
W Cougar Club - Computers	W Library Readers Club

School/Community Resources

W Lunch Program w/Free & Reduced	W Health Services
W AM & PM Child Care Programs	W Crisis Intervention
W Recreational Activities	W Clothing/Food Banks
W Extended Kindergarten	W Preschool Programs for Ages 3 & 4

∨ 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 Set goals in reading, math and language. Of the sixteen areas we set goals in, we met or exceeded them in fourteen areas. These goals were measured by the Stanford 9 and Arizona's Instrument to Measure Standards (AIMS).
- W We strive to maintain or exceed a 90% satisfaction rating as conducted by a district-based evaluation assessment. This goal was also met for the 2001-02 school year.
- W By the use of the state's Six Trait Writing Rubric, we again improved in these areas.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
NDS	

∨ Academic Achievement Indicators ∨

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

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	98	539	6%	6%	43%	45%
	School State	58840	524	9%	17%	45%	29%
Writing	School	98	568	6%	2%	57%	35%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	97	543	8%	11%	26%	55%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	114	516	4%	18%	54%	23%
	State	61305	505	21%	20%	43%	15%
Writing	School	112	536	5%	14%	55%	25%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	113	529	1%	27%	12%	59%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	90	72	60	--	--	--
2	Reading	--	--	--	100	68	50	99	60	52	90	67	53	89	72	57
	Language	--	--	--	100	62	40	100	51	43	90	50	44	98	71	48
	Mathematics	--	--	--	100	81	51	100	72	55	93	70	57	95	65	61
3	Reading	97	56	47	96	61	47	93	66	48	93	65	50	85	67	50
	Language	98	57	49	99	57	51	95	67	54	94	65	56	86	76	57
	Mathematics	97	67	46	100	66	49	93	74	52	95	67	54	84	77	56
4	Reading	99	68	53	100	65	54	82	69	54	89	74	55	94	71	55
	Language	97	61	47	100	59	49	90	56	48	91	64	50	98	66	50
	Mathematics	98	77	51	100	75	54	87	69	55	90	79	57	95	79	58
5	Reading	97	67	51	98	68	51	94	61	51	83	68	51	90	67	53
	Language	98	57	42	94	61	44	97	56	45	88	58	45	93	59	47
	Mathematics	99	73	51	96	76	54	97	72	55	88	74	57	93	79	59
6	Reading	97	67	53	100	71	54	92	71	53	87	69	54	89	69	56
	Language	97	56	41	100	59	44	91	59	44	89	60	45	87	65	47
	Mathematics	97	80	57	100	74	59	93	81	60	90	79	63	86	83	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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	74	73
Grades 3-4	88	89
Grades 4-5	66	78
Grades 5-6	72	89
Grades 6-7	***	***

*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

Each day is begun with a positive reminder of what Crismon students are (e.g., caring, polite, trustworthy, etc.). We incorporate into our intramural program a self-governing aspect whereby team captains must monitor, discipline and police their games. Our Discipline Program is based on a positive program of levels of behavior. The minimum expectation is that each student be self-responsible. Optimum behavior is that each student be caring. We follow with a Super Citizen recognitions weekly.

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	\$2,823	\$2,246,622
Classroom Supplies	\$33	\$26,639
Administration	\$360	\$286,444
Support Services-Students	\$114	\$90,637
Other Support Services and Operations	\$619	\$492,422
Total Expenditures- All Categories 2000-2001	\$3,949	\$3,142,764

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Mike Switzer	(480) 472-4000	
Transportation Policy	Community Relations	(480) 472-0223	
Community Resources	Mike Switzer	(480) 472-4000	
School Nutrition Programs	Jill Benza	(480) 472-0909	
Parent Organization	LeeAnn Grivna	(480) 472-4010	
Student Health/Nurse	Karla Sakkijha	(480) 472-4048	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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