

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup> :

## Clarkdale-Jerome Elementary School

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

Clarkdale-Jerome Elementary District  
1615 Main Street, Clarkdale, AZ 86324-0248  
Mailing Address: P.O. Box 248, Clarkdale, AZ 86324-0248

Superintendent: Mrs. Kathleen A. Fleenor  
Schedule: 7:30 AM to 4:30 PM  
Web Address: [www.cjsd.k12.az.us](http://www.cjsd.k12.az.us)  
E-mail: [kathleen.fleenor@cjsd.k12.az.us](mailto:kathleen.fleenor@cjsd.k12.az.us)

Grades: K-8  
2002 Enrollment: 358  
Phone: (928) 634-7804  
Fax: (928) 639-0917

### ∨ School Overview ∨

#### Mission

SCHOOLS ARE FOR CHILDREN, SCHOOLS BELONG TO THE COMMUNITY, SCHOOLS ARE PEOPLE DEVELOPERS, SELF, HOME AND SCHOOL TEAM EDUCATES: The mission of the district is to provide comprehensive, success-oriented learning activities for young people in our schools. These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural appreciation and community contribution.

#### Organization and Philosophy

- w Student Centered
- w Student and Parent Involvement
- w Small Class Sizes
- w Success Oriented

#### School/Academic Goals

- w Disaggregate student achievement scores. Plan for maximum achievement for each student and grade level based on data, research-based materials and the Arizona Academic Standards. Plan instruction based on standards and monitor student achievement.
- w Continue to support and maintain lower than state average class sizes to promote student academic and social growth.
- w Increase student achievement in math and critical thinking through the application of hands-on materials and supplemental teacher training.
- w Increase community and parental involvement through the use of Parent Compacts, surveys to determine needs, home visits and attendance at school functions and parent teacher conferences.

#### Instructional Programs

- w Academics and Enrichment
- w Title I Extended Kindergarten
- w Accelerated Math and Reading
- w ELL Program
- w Gifted Program
- w On-site Special Education
- w Volunteer Program
- w Tutoring for Students

#### Enrollment

October 1, 2001 School Year Student Enrollment:	374
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	49

<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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

**Council Duties**

- w Prepare Parent Survey
- w Review Results of Parent Survey
- w Review and Revise Parent Compact
- w Promote Parental Involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	2.00	Teacher Aide	4.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

**School**

All students will have required textbooks and supplies furnished by the district. The district has established regulations (JI/KF) governing the conduct of students, staff and visitors to the campus to provide a safe environment. The Governing Board, administration and teachers have high academic expectations for all students. The school will assist parents in helping their child learn. Teachers and administrators will communicate with parents regarding their child's performance in school.

**Parents**

It is a responsibility of parents to ensure that their children arrive at school or the bus stop on time and be prepared to learn. Regular attendance is important. Parents are expected to provide their children with the necessary nourishment, rest, clothing and encouragement to facilitate their ability to be successful in school. Parents are encouraged to actively participate as partners in their children's educational endeavors.

∨ **Transportation Policy** ∨

Provide bus service to all students who reside beyond a one-mile radius of the school. A mileage reimbursement may be provided to parents of children who provide private transportation to the nearest bus stop if they reside along routes which are unpaved or considered inappropriate or unsafe for regular school bus service.



## ∨ 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 Special training has been provided by this district to teachers in state and nationally researched programs for teaching basic skills (Collaborative Literacy Intervention Project); Accelerated Reader and Math Programs.
- W Our students scored well above Arizona and Yavapai County averages on the Stanford 9 nationally standardized test and AIMS at all grade levels.
- W Our teaching staff consists of experienced, trained teachers who are all lifelong learners.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	19.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.7 %	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
Arizona Accelerated Reader Master Classrooms Award	2001
A+ School	1999
County Outstanding Teacher Nominee	1998
ASBA - Outstanding Board Member of the Year	1997

## ∨ 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>44</b>	<b>523</b>	<b>7%</b>	<b>18%</b>	<b>45%</b>	<b>30%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>39</b>	<b>535</b>	<b>5%</b>	<b>13%</b>	<b>72%</b>	<b>10%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>44</b>	<b>520</b>	<b>7%</b>	<b>32%</b>	<b>27%</b>	<b>34%</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>40</b>	<b>503</b>	<b>28%</b>	<b>22%</b>	<b>42%</b>	<b>8%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>41</b>	<b>490</b>	<b>27%</b>	<b>27%</b>	<b>39%</b>	<b>7%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>39</b>	<b>483</b>	<b>18%</b>	<b>51%</b>	<b>8%</b>	<b>23%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>31</b>	<b>533</b>	<b>6%</b>	<b>16%</b>	<b>45%</b>	<b>32%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>28</b>	<b>511</b>	<b>7%</b>	<b>32%</b>	<b>54%</b>	<b>7%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>31</b>	<b>568</b>	<b>10%</b>	<b>26%</b>	<b>6%</b>	<b>58%</b>
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	83	84	60	--	--	--
2	Reading	--	--	--	100	45	50	93	61	52	100	64	53	94	59	57
	Language	--	--	--	100	34	40	100	65	43	100	63	44	94	62	48
	Mathematics	--	--	--	100	47	51	100	69	55	100	63	57	94	65	61
3	Reading	100	37	47	100	46	47	100	39	48	100	64	50	85	60	50
	Language	98	37	49	100	41	51	100	35	54	100	65	56	92	49	57
	Mathematics	100	27	46	100	32	49	100	36	52	100	60	54	92	51	56
4	Reading	97	64	53	100	55	54	88	53	54	90	37	55	85	65	55
	Language	100	44	47	100	44	49	100	37	48	95	34	50	89	53	50
	Mathematics	100	50	51	100	45	54	100	45	55	93	38	57	89	57	58
5	Reading	100	61	51	100	65	51	92	56	51	98	43	51	93	45	53
	Language	100	43	42	100	51	44	92	53	45	100	30	45	93	34	47
	Mathematics	100	54	51	100	58	54	92	54	55	100	47	57	89	47	59
6	Reading	100	65	53	100	67	54	96	65	53	86	60	54	92	66	56
	Language	100	48	41	100	52	44	98	47	44	90	44	45	89	52	47
	Mathematics	100	63	57	100	66	59	98	66	60	90	59	63	92	64	65
7	Reading	100	52	52	100	66	53	93	61	52	73	70	53	75	69	55
	Language	100	54	52	100	65	54	93	55	54	80	53	55	76	70	58
	Mathematics	100	43	53	100	50	55	90	46	56	78	54	58	76	64	60
8	Reading	100	67	54	93	58	54	79	67	53	92	66	55	89	64	56
	Language	100	78	46	95	53	49	79	62	49	92	62	50	84	65	52
	Mathematics	100	70	52	91	52	54	79	55	56	89	60	58	86	74	59

## ∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

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

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

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>65</b>	<b>56</b>
<b>Grades 3-4</b>	<b>66</b>	<b>60</b>
<b>Grades 4-5</b>	<b>82</b>	<b>66</b>
<b>Grades 5-6</b>	<b>100</b>	<b>82</b>
<b>Grades 6-7</b>	<b>68</b>	<b>64</b>
<b>Grades 7-8</b>	<b>63</b>	<b>96</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

The school has an SRO on duty. A counselor or the SRO are available to work with students and parents. An Emergency Plan book has been developed by the School Safety Committee. Community members and community organizations have been active in the promotion of school safety.

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

2

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,870	\$1,051,756
Classroom Supplies	\$138	\$50,740
Administration	\$425	\$155,648
Support Services-Students	\$260	\$95,212
Other Support Services and Operations	\$717	\$262,541
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,410</b>	<b>\$1,615,897</b>

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.

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.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Kathleen Fleenor	(928) 634-5035	
<b>Transportation Policy</b>	David Chapman	(928) 634-5035	
<b>Community Resources</b>	Kathleen Fleenor	(928) 634-5035	
<b>School Nutrition Programs</b>	Edith Lindner	(928) 634-5035	
<b>Parent Organization</b>	Cindy Espolt	(928) 634-5035	
<b>Student Health/Nurse</b>	Lydia Schabacker	(928) 634-5035	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."