

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Franklin Phonetic Primary School

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

Franklin Phonetic Primary School, Inc.  
6151 N. Copper Hill Drive, Prescott Valley, AZ 86314

**Principal:** Mrs. Cindy Franklin

**Schedule:** 7:30 AM to 4:30 PM

**Web Address:** Unpublished or Unavailable

**E-mail:** [nilknarf@cableone.net](mailto:nilknarf@cableone.net)

**Grades:** K-6

**2002 Enrollment:** 268

**Phone:** (928) 775-6747

**Fax:** (928) 775-6740

### ∨ School Overview ∨

#### Mission

The mission of Franklin Phonetic Primary School is to ensure that students have a strong academic foundation in the areas of reading and math. A strong phonics program, based on Fun with Phonograms and Spalding materials, is featured. The curriculum is well-rounded, emphasizing the fine arts. Time-on-task principles and parent involvement are stressed.

#### Organization and Philosophy

- w Traditional
- w Back-to-Basics
- w Fine Arts
- w Assertive Discipline

#### School/Academic Goals

- w Student behavior will demonstrate respect for authority.
- w All students will demonstrate skill in reading, math and other academic areas in accordance with state expectation.
- w Students will complete and return homework in a timely manner.
- w Students who need extra help will be given tutoring to bring skills up to grade level.

#### Instructional Programs

- w Reading Phonics
- w Time-on-Task
- w Cross-grade Grouping
- w Arts Emphasis
- w On-site Special Education

#### Enrollment

October 1, 2001 School Year Student Enrollment:	241
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	238

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

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

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

w Parent/Educator Relations  
 w Curriculum Development  
 w Budget  
 w School Safety Issues  
 w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	16.00
Other Professional Staff	4.50	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	1	1	1	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	7	4	0	0

∨ **Shared Responsibilities** ∨

**School**

The school will maintain low class sizes, employ certified teachers, report to parents frequently, encourage parent involvement, and provide tutoring and enrichment as needed.

**Parents**

Parent responsibilities include seeing that homework is completed and returned, transporting children to school, and supporting school attendance and discipline requirements.

∨ **Transportation Policy** ∨

Parents are responsible for transporting students to and from school. Parent volunteers will be requested to accompany driver's when scheduled field trips take place using school vans.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	6/3/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/3/02	11/20/02	1/23/03	4/17/03
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### Additional Calendar/Report Card Information

Progress reports are given to parents every three weeks. Report cards are sent out every six weeks.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No      Lunch - No      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 Computer Labs  
W Library

W Art Room with Kiln  
W Band Room/Music Room

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#### Extracurricular Activities

W Band: Beginning, Concert and Jazz  
W Choir  
W Individual Instrument Classes  
W Annual Parent Phonics Class

W Drama  
W Tutoring  
W Baton Twirling Class  
W 5th & 6th Grade Electives

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#### School/Community Resources

W Afterschool Program  
W Family Enrichment

W Adult Education

## ∨ 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 Our 1st, 2nd, 3rd, 4th and 5th grade students earned the highest test scores in Yavapai County on the Stanford 9 test. With 50 being the national average for Stanford 9 achievement, our school scored 83 in math, 83 in reading and 78 in language.
- W Our 5th grade students scored 95 in reading, 85 in writing and 90 in math on the state-mandated AIMS.
- W Our District Achievement Plan shows great pre- and post-grade gains in student achievement. Each child is individually evaluated yearly.
- W This year we have added a sixth grade. A portion of the curriculum is computer based, with support of a certified teacher for basic classroom subjects.

### 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>	13.8 %	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	13.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.2 %	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:**

<b>Award/Honor</b>	<b>Year</b>
Grant from Walton Foundation	1999
Grant from Challenge Foundation	1999
Technology Literacy Challenge Grant	2000
Grant from Challenge Foundation and Walton Foundation	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>22</b>	<b>539</b>	<b>0%</b>	<b>5%</b>	<b>64%</b>	<b>32%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>22</b>	<b>589</b>	<b>0%</b>	<b>0%</b>	<b>64%</b>	<b>36%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>22</b>	<b>551</b>	<b>0%</b>	<b>5%</b>	<b>41%</b>	<b>55%</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>33</b>	<b>528</b>	<b>6%</b>	<b>6%</b>	<b>58%</b>	<b>30%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>29</b>	<b>567</b>	<b>0%</b>	<b>7%</b>	<b>48%</b>	<b>45%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>30</b>	<b>531</b>	<b>0%</b>	<b>10%</b>	<b>23%</b>	<b>67%</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	--	--	--	--	--	--	--	--	--	84	90	60	--	--	--
2	Reading	--	--	--	100	84	50	99	87	52	78	83	53	86	82	57
	Language	--	--	--	100	72	40	99	74	43	78	73	44	86	71	48
	Mathematics	--	--	--	100	81	51	99	79	55	82	81	57	86	82	61
3	Reading	95	76	47	100	82	47	94	80	48	78	82	50	70	79	50
	Language	95	80	49	100	83	51	94	81	54	78	86	56	65	87	57
	Mathematics	95	89	46	100	81	49	94	84	52	78	88	54	91	83	56
4	Reading	100	87	53	100	80	54	96	85	54	75	85	55	71	83	55
	Language	100	72	47	100	73	49	96	75	48	75	79	50	68	72	50
	Mathematics	100	84	51	100	85	54	96	85	55	75	86	57	75	85	58
5	Reading	--	--	51	100	80	51	100	81	51	70	78	51	70	79	53
	Language	--	--	42	100	75	44	100	77	45	62	77	45	63	77	47
	Mathematics	--	--	51	100	78	54	100	85	55	58	81	57	70	83	59
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	--	--	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	--	--	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	--	--	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>70</b>	<b>90</b>
<b>Grades 3-4</b>	<b>76</b>	<b>59</b>
<b>Grades 4-5</b>	<b>57</b>	<b>68</b>
<b>Grades 5-6</b>	<b>**</b>	<b>**</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

Franklin School expects excellent behavior. If a student violates the rules of behavior in class or with another student (s)he could be referred to our area called Refocus. This area provides a supervised environment to help get you refocused, back-on-task, or perhaps writing a school rule, or letter of apology. Our school is also gated with locks to maintain security and the safest environment possible for our students.

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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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>	Cindy Franklin	(928) 775-6747	
<b>Transportation Policy</b>	Tom Franklin	(928) 775-6747	
<b>Community Resources</b>	Cindy Franklin	(928) 775-6747	
<b>School Nutrition Programs</b>	Kathy Allen	(928) 775-6747	
<b>Parent Organization</b>	Ruth Hutchison	(928) 775-6747	
<b>Student Health/Nurse</b>	Kathy Allen	(928) 775-6747	

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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