

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Sarah Marley Elementary School

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

Douglas Unified District
735 7th Street, Douglas, AZ 85607
Mailing Address: P.O. Drawer 1237, Douglas, AZ 85608

Principal: Ms. Minerva Mejia Kong
Schedule: 7:40 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: K-5
2002 Enrollment: 277
Phone: (520) 364-3408
Fax: (520) 805-5534

∨ School Overview ∨

Mission

We are committed to provide all students with the opportunity to meet their academic and general well-being needs so that they may develop the skills to compete and succeed in future academic and working environments.

Organization and Philosophy

- w Belief that all students can learn
- w Teaching to the Arizona Standards
- w Team Teaching and Collaboration
- w Parental Involvement

Instructional Programs

- w Effective ESL Strategies
- w Full-day Kindergarten
- w Cooperative Learning Groups
- w On-site Special Education
- w Afterschool Tutorial
- w Migrant Education
- w Daily Homework Assignments M-T
- w Gifted

School/Academic Goals

- w Prepare all students for academic success by teaching to the Arizona Academic Standards.
- w Meet the needs of all students by utilizing effective teaching strategies while addressing the Arizona Academic Standards.
- w Utilize ABACUS, the district assessment program, to implement Personal Education Plans (PEPs) to better meet the needs of all students at whatever level they may be at.
- w Improve students' language and literacy skills, in addition to those in math, by utilizing innovative, effective programs and teaching strategies.

Enrollment

October 1, 2001 School Year Student Enrollment:	295
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	10

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)
- 2 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- w Parent-Teacher Partnership
- w School Safety Issues
- w Extracurricular Activities
- w Community Service
- w Assistance to Children/Families in Need

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	1.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	0	2	0	0
7 to 9 years	2	1	0	0
10 or more years	1	3	0	0

∨ **Shared Responsibilities** ∨

School

We are responsible for giving all students the opportunities and means to be successful in future learning and working environments. It is the school's responsibility to maintain a safe and secure environment conducive to learning. The school is responsible for establishing a partnership with the parents so that together we will work towards making the students' experience in school both successful and meaningful.

Parents

It is the parent's responsibilities to provide the basic needs for their son/daughter such as proper nutrition, clothing (uniforms), medical care and emotional support. It is also their responsibility to inform the school if they cannot meet these needs. The parents must also provide for an environment at home which will be conducive to the students doing their homework and studying. Parents should also help their son/daughter with their homework unless language is an issue.

∨ **Transportation Policy** ∨

Policy SS500: Reasonable efforts shall be made to eliminate any particular hazards that might adversely affect the safety and welfare of any student. Bus transportation to and from school is provided to special education students whose handicapping conditions require transportation, to students living within a one-mile radius of the school where hazardous/difficult routes exist and to K-8 students who live more than one mile from school.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/14/02
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/16/02	1/8/03	3/12/03	5/22/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Windows 95/Macintosh Computer Lab	W Library/Media Center
W Pond with endangered species frogs	

Extracurricular Activities

W Peer Mediation	W Volleyball
W Soccer	W Basketball
W Track	W Afterschool Study Hall
W Girl Scouts	W 21st Century Afterschool Program

School/Community Resources

W Community Classes	W Parenting Classes Sessions
W Afterschool Study Halls	W Girl Scouts
W Parenting Assistance	W Afterschool Program
W Recreational Activities	W 21st Century Afterschool Program

∨ 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 Reduced the number of retentions by putting in place intervention programs.</p> | <p>w Considerable gains made in the Stanford 9 test scores.</p> |
| <p>w PTSSO sessions put in place which keep parents abreast of educational issues at the school, district, state and national level.</p> | <p>w Sarah Marley Elementary was the only school in the district to meet Title I (AYP) Goals for two consecutive years.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	27.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.7 %	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
Wal-Mart Teacher of the Year Award	2000
State Poetry Contest	2000
Torneo de Ortografía	2000
Faculty Honored by School Board for Stanford 9 Scores	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	39	517	13%	28%	31%	28%
	School State	58840	524	9%	17%	45%	29%
Writing	School	39	534	5%	23%	56%	15%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	40	504	8%	40%	45%	8%
	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	42	495	31%	21%	43%	5%
	State	61305	505	21%	20%	43%	15%
Writing	School	41	497	12%	39%	44%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	43	480	12%	53%	21%	14%
	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	--	--	--	--	--	--	--	--	--	88	54	60	--	--	--
2	Reading	--	--	--	100	33	50	100	31	52	97	43	53	21	66	57
	Language	--	--	--	100	20	40	100	24	43	97	30	44	21	55	48
	Mathematics	--	--	--	100	34	51	98	35	55	98	46	57	21	78	61
3	Reading	75	22	47	100	19	47	98	26	48	91	18	50	69	24	50
	Language	100	31	49	100	34	51	94	47	54	91	29	56	69	40	57
	Mathematics	100	33	46	100	23	49	100	35	52	89	23	54	71	47	56
4	Reading	98	15	53	100	35	54	93	26	54	100	33	55	42	30	55
	Language	100	21	47	100	37	49	100	35	48	100	44	50	46	36	50
	Mathematics	100	22	51	100	47	54	100	50	55	100	50	57	44	49	58
5	Reading	92	34	51	100	19	51	100	37	51	98	34	51	92	33	53
	Language	98	31	42	100	16	44	100	46	45	100	44	45	90	45	47
	Mathematics	98	41	51	100	30	54	100	57	55	100	63	57	90	56	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 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	40	67
Grades 3-4	89	96
Grades 4-5	73	91
Grades 5-6	***	***

*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 students are closely supervised by all personnel at all times. Effective classroom procedures are in place in all classrooms. Character programs such as Peer Mediation are in place.

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).

1

School uniforms are 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	\$2,257	\$724,681
Classroom Supplies	\$7	\$2,106
Administration	\$526	\$168,995
Support Services-Students	\$228	\$73,321
Other Support Services and Operations	\$595	\$190,934
Total Expenditures- All Categories 2000-2001	\$3,613	\$1,160,037

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	Minerva Mejía Kong	(520) 364-3408	
Transportation Policy	Don Huish	(520) 364-2447	
Community Resources	Minerva Mejía Kong	(520) 364-3408	
School Nutrition Programs	Mike Lozano	(520) 364-5641	
Parent Organization	Cynthia Encinas	(520) 364-3408	
Student Health/Nurse	Gloria Reyes	(520) 364-3408	

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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