

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Pomerene Elementary School

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

Pomerene Elementary District
1396 N. Old Pomerene Road, Pomerene, AZ 85627
Mailing Address: P.O. Box 7, Pomerene, AZ 85627-0007

Superintendent: Mr. Stephen C. Webb
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: stephencwebb@theriver.com

Grades: K-8
2002 Enrollment: 107
Phone: (520) 586-2407
Fax: (520) 586-7724

∨ School Overview ∨

Mission

The mission of the district is to provide comprehensive, success-oriented learning activities for young people in our school. These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Departmentalized Classrooms

School/Academic Goals

- w To individualize the learning program in order to provide appropriately for each student.
- w To develop skills in communication including reading, writing, speaking, listening and composition.
- w To provide students with ample opportunity to develop strong foundational skills in mathematics with increased emphasis on problem solving.
- w Develop an ability leading to citizen responsibility.

Instructional Programs

- w Gifted
- w Special Education
- w ESL
- w Bilingual

Enrollment

October 1, 2001 School Year Student Enrollment:	114
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	29

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)
- 7 Teacher(s)
- 20 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- w Curriculum Issues
- w Music and Sports Issues
- w Playground and Safety Issues
- w Afterschool Program Issues
- w Social and Entertainment

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	5.00
Other Professional Staff	2.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The Board believes that education should develop the habits, attitudes, understanding and skills necessary for a productive, satisfying life in our society. The district has the responsibility in keeping parents informed and up-to-date on student progress and accountability.

Parents

The Board recognizes that the ultimate responsibility for the well-being of all children rests with the parents. All parents are expected to cooperate in the areas of student attendance, educational endeavors of the district and in fostering an attitude for the importance of education.

∨ **Transportation Policy** ∨

The Board authorizes the administration to provide regular school bus transportation to and from school for students with disabilities who require transportation, as indicated in their respective IEPs; and for students who live more than one mile from school.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/13/02
Average Daily Instruction Time: 7 hrs. 30 min. **Last Day of School:** 5/23/03
Operates on Traditional Schedule

Report Card Release Dates

10/23/02 1/10/03 3/17/03 5/23/03

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 Library/Media Center

Extracurricular Activities

W Project Reach Afterschool Programs

School/Community Resources

W NDS

∨ 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 The Pomerene School District traditionally has high Stanford 9 and AIMS test scores with math and reading being exceptional.
- W One hundred percent (100%) of the third graders met or exceeded state standards in Writing, 90% met or exceeded state standards in Reading, 80% met or exceeded state standards in Math.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	4.8 %	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	4.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
Above Average AIMS and Stanford 9 Math Scores	2002

∨ 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	**	**	**	**	**	**
	School State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	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	13	500	31%	23%	31%	15%
	State	61305	505	21%	20%	43%	15%
Writing	School	13	494	23%	38%	23%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	13	480	15%	46%	23%	15%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	22	531	9%	14%	55%	23%
	State	57484	504	24%	20%	40%	16%
Writing	School	23	511	0%	39%	61%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	23	490	17%	39%	30%	13%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	81	73	60	--	--	--
2	Reading	--	--	--	100	49	50	92	48	52	84	50	53	92	73	57
	Language	--	--	--	100	50	40	100	44	43	92	47	44	100	53	48
	Mathematics	--	--	--	100	57	51	100	57	55	92	68	57	92	78	61
3	Reading	93	58	47	100	41	47	100	41	48	87	57	50	100	61	50
	Language	93	57	49	100	33	51	100	48	54	87	60	56	100	59	57
	Mathematics	93	33	46	100	33	49	100	49	52	87	72	54	100	77	56
4	Reading	92	56	53	100	74	54	100	54	54	84	59	55	100	63	55
	Language	92	45	47	100	54	49	100	35	48	92	49	50	100	44	50
	Mathematics	92	45	51	100	57	54	100	60	55	92	70	57	100	67	58
5	Reading	94	58	51	100	59	51	100	74	51	100	51	51	100	51	53
	Language	100	39	42	100	44	44	100	61	45	100	34	45	100	35	47
	Mathematics	100	55	51	100	68	54	100	63	55	100	59	57	100	66	59
6	Reading	100	43	53	100	55	54	91	62	53	80	67	54	100	61	56
	Language	100	26	41	100	35	44	96	49	44	80	57	45	100	53	47
	Mathematics	100	55	57	100	69	59	96	79	60	80	81	63	100	75	65
7	Reading	93	56	52	100	49	53	100	63	52	100	66	53	100	72	55
	Language	100	47	52	100	40	54	100	57	54	100	59	55	100	68	58
	Mathematics	100	59	53	100	68	55	100	79	56	100	80	58	100	74	60
8	Reading	94	66	54	100	59	54	100	57	53	78	67	55	100	69	56
	Language	94	53	46	100	42	49	100	46	49	78	62	50	100	67	52
	Mathematics	94	66	52	100	58	54	100	73	56	78	78	58	100	81	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	*	*
Grades 3-4	80	70
Grades 4-5	67	69
Grades 5-6	*	*
Grades 6-7	*	*
Grades 7-8	90	81

*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

Pomerene School is committed in providing a safe environment for students. Staff training in safety procedures and constant evaluation of potential problems is ongoing. The Pomerene School District has a district-wide Safety Plan in place that includes drills, and other procedures for various possible threats, etc. The Pomerene School District Staff is CPR- and First Aid-trained.

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
School Site Council	Stephen C. Webb	(520) 586-2407	26
Transportation Policy	Stephen C. Webb	(520) 586-2407	26
Community Resources	Stephen C. Webb	(520) 586-2407	26
School Nutrition Programs	Helen Heder	(520) 586-2407	17
Parent Organization	Jennifer Thomas	(520) 586-9327	
Student Health/Nurse	Roberta Lopez	(520) 586-2407	10

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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