

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Salome Elementary School

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

Salome Consolidated Elementary District
38128 Saguaro, Salome, AZ 85348
Mailing Address: P.O. Box 339, Salome, AZ 85348-0339

Superintendent: Mr. George Davis

Schedule: 7:45 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: sesoffice339@tds.net

Grades: Pre-K-8

2002 Enrollment: 117

Phone: (928) 859-3339

Fax: (928) 859-3085

∨ 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 No Child Left Behind Act/Arizona Learns
- w Small Classrooms/Individual Attention
- w Self-Contained Classrooms
- w Reading, Language, Math Focus

Instructional Programs

- w Arizona Standards based Curriculum
- w Full Day Kindergarten
- w SchoolWide Title 1
- w ELL Program
- w Special Education/Preschool
- w Afterschool Study Hall /Tutoring Program
- w DARE Program
- w Computer Lab/Internet Access

School/Academic Goals

- w Increase/improve student attendance from the previous year by providing informational communication to parents on the importance of school attendance.
- w Meet the No Child Left Behind/Arizona Learns Legislation by utilizing our resources and continuing to provide a quality education to our students.
- w Continue to assess our textbook needs as it relates to our curriculum and the Arizona State Standards.
- w To be moved into the new academic building by August 1, 2003.

Enrollment

October 1, 2001 School Year Student Enrollment:	112
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	3

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

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

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	8.50
Other Professional Staff	0.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Salome Elementary School is committed to a collaborative partnership with students and parents to provide a quality education. The school is dedicated to meeting the individual needs of each student in a supportive and challenging learning environment in which academic excellence is achieved.

Parents

Learning is a partnership with parents, students and staff. Parents are encouraged to recognize and support their child's learning by communicating frequently with their child's teacher, assisting their child with homework, being informed about the school and participating in the school events and on school teams.

∨ **Transportation Policy** ∨

Transportation of students is a privilege extended to students in the district and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective Individual Education Programs. The responsibility for the operation of student transportation shall be vested in the principal. Reasonable efforts shall be made to eliminate any particular hazards that might adversely affect the safety and welfare of any student.

∨ 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 The Student Management Software System was expanded to all classrooms and attendance is reported electronically to the Central Office.</p> | <p>w Successfully aligned our curriculum to the Arizona Standards and all teachers are providing instruction to those Standards. The curriculum is an integrated and articulated program which provides for the diversity of student needs through grades K-8.</p> |
| <p>w Each classroom had four computers installed for student use. The computers included Internet access and a filtering system. All Faculty and Staff now have E-Mail.</p> | <p>w Salome Elementary was successful in developing a progressive 301 plan for teacher performance base pay.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	12.2 %	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	17.6 %	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
Academic Triathlon	1999
McMullen Valley Elementary Schools Track Champion	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	17	491	29%	29%	41%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	17	482	29%	35%	35%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	17	464	24%	59%	12%	6%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	17	492	24%	47%	24%	6%
	State	57484	504	24%	20%	40%	16%
Writing	School	17	483	18%	71%	6%	6%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	16	430	69%	31%	0%	0%
	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	--	--	--	--	--	--	--	--	--	100	25	60	--	--	--
2	Reading	--	--	--	100	39	50	100	52	52	85	36	53	77	28	57
	Language	--	--	--	100	43	40	100	18	43	85	30	44	77	24	48
	Mathematics	--	--	--	100	30	51	100	33	55	85	31	57	77	22	61
3	Reading	100	41	47	100	45	47	100	42	48	33	--	50	100	26	50
	Language	100	49	49	100	54	51	100	41	54	44	--	56	100	25	57
	Mathematics	100	40	46	100	34	49	100	26	52	44	--	54	100	22	56
4	Reading	92	38	53	100	59	54	100	51	54	71	40	55	71	**	55
	Language	92	48	47	100	42	49	100	46	48	82	38	50	86	47	50
	Mathematics	92	50	51	100	49	54	100	42	55	82	33	57	86	48	58
5	Reading	100	41	51	100	49	51	76	37	51	73	44	51	100	30	53
	Language	100	28	42	100	40	44	76	34	45	73	57	45	100	30	47
	Mathematics	100	47	51	100	45	54	76	41	55	73	48	57	100	25	59
6	Reading	93	51	53	100	37	54	100	55	53	82	36	54	100	48	56
	Language	93	34	41	100	27	44	100	38	44	82	22	45	100	37	47
	Mathematics	93	47	57	100	45	59	100	64	60	82	39	63	100	32	65
7	Reading	100	41	52	100	52	53	70	18	52	89	42	53	100	37	55
	Language	100	39	52	100	50	54	70	**	54	79	53	55	100	39	58
	Mathematics	100	50	53	100	43	55	70	**	56	79	59	58	100	36	60
8	Reading	100	45	54	100	63	54	93	44	53	80	25	55	100	42	56
	Language	100	34	46	100	50	49	93	51	49	70	14	50	100	27	52
	Mathematics	100	57	52	100	64	54	93	50	56	80	35	58	95	40	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	*	*
Grades 4-5	30	42
Grades 5-6	*	*
Grades 6-7	*	*
Grades 7-8	71	36

*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

Salome Elementary School provides a strong discipline program that includes a demerit system and consistency with enforcement. Students are individually responsible for their actions and understand that there are consequences for choices they make. The demerit system provides a structured guideline for students to understand the discipline process. We have a School Resource Officer and a DARE Officer from the La Paz County Sheriff's Office that have been a resource for staff and 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).

1

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

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	NDS		
Transportation Policy	Harold Jorschumb	(928) 859-3339	
Community Resources	George Dean	(928) 859-3339	
School Nutrition Programs	Janet Kelly	(928) 859-3339	
Parent Organization	NDS		
Student Health/Nurse	NDS		

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.

"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."