



Payson Elementary School
Payson Unified District
500 E. Rancho Road, Payson, AZ 85541
P.O. Box 919, Payson, AZ 85547-0919

ARIZONA
 School Report Card
 2000-2001

Principal: Mr. Roy A. Sandoval
Schedule: 7:00 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: rsandova@pusd.com

Grades: K-5
1999 Enrollment: 446
Phone: (520) 474-5882
Fax: (520) 472-2045

∨ **School Overview** ∨

Mission

Our mission is to remain an exemplary school in our community and state by sharing the responsibility of education among parents, staff and students; promoting self-worth through competency; focusing on basic skills; maintaining open channels of communication; providing structure and discipline; promoting a positive school climate and culture; and sharing our success and expertise with developing schools.

Organization and Philosophy

- w Traditional Instruction
- w Large Uninterrupted Instructional Blocks
- w Phonics-based Reading Instruction
- w Structured, Articulated Language Arts

Instructional Programs

- w On-site Special Education
- w Thoughtful Inclusion
- w Afterschool Gifted
- w AIRS Language Arts
- w Intermural Sports During Lunch
- w Band/Strings/Chorus
- w Required Mastery of Math Facts
- w Direct Instruction, Math Facts

School/Academic Goals

- w To strengthen reading and language arts skills through consistent implementation of a structured language arts program and reading intervention as measured longitudinally by the Stanford 9 and AIMS.
- w To strengthen student writing skills through an increased emphasis on writing correctly and staff development on increasing the quality of writing instruction (state Six Point Rubric) as measured longitudinally by the Stanford 9 and AIMS.
- w To provide a culture where students and teachers are encouraged and feel secure so that learning can occur regardless of circumstances outside the school environment.
- w To expand opportunities for "at-risk" and underserved populations through programs such as Project Reach, multiage and peer tutoring and afterschool reading intervention programs.

Enrollment

2000-2001 School Year Student Enrollment as of 12/1/00: 439
 Accepting New Students in 2000-2001 Under Open Enrollment Law¹: Yes
 Number of Students Attending Under Open Enrollment in 1999-2000: 40

¹ 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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Non-certified Employee(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Curriculum
- w Textbook Input
- w School Safety Issues
- w Student Discipline
- w School Promotion in the Community
- w Intervention Strategies

∨ **Staffing Information** ∨

School administration and instruction for school year 2000-2001 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	19.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Provide the students with a safe and orderly environment; strong instructional leadership; a climate of high expectations for student achievement and behavior; supplies and materials necessary to succeed; communication with parents; homework.

Parents

Provide the students with a safe and orderly home environment; strong parental leadership relative to respect and consistent discipline; the opportunity to learn by consistent attendance and being on time; high expectations for student achievement and parental participation in their child's education.

∨ **Transportation Policy** ∨

We provide transportation for all students who live more than one mile from the school.

 √ **Calendar Information** √

Number of Instruction Days:	175	First Day of School:	8/6/00
Average Daily Instruction Time:	6 hrs. 25 min.	Last Day of School:	5/24/01
Number of Year-round Tracks:	0	Operates on Traditional Schedule	

Report Card Release Dates

10/16/00	1/8/01	3/19/01	5/24/01
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Additional Calendar/Report Card Information

 √ **Resources Available at School Site** √

Nutrition and Limited English Proficient Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

Limited English Proficient programs³ available to eligible students:

Bilingual - No ESL - Yes ILEP - Yes

² 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.

³ Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Language Education Program (ILEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an ILEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An ILEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

Special Facilities

W Computer Lab

W Large Grass Athletic Field

W Computer Pods in Various Rooms

Extracurricular Activities

W Student Council

W Stamp Club

W Chess

W Gifted Program

W Hands-on Science

W Algebra

School/Community Resources

W Afterschool Program

W Breakfast Program

W Lunch Program

W Counseling Services

W DES Services

W Clothing/Food Banks

W Community Recreational Activities

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 1999-2000.

1999-2000 School Achievements/Accomplishments

- W Payson Elementary teachers have set math fact goals for each grade level and have added 20 minutes per day of direct whole group instruction to master the first set of goals by the end of the first quarter.
- W Payson Elementary School is providing articulated training for writing instruction for teachers utilizing the state Six Point Writing Rubric.
- W Payson Elementary has been recognized statewide as a leader in providing a positive climate and culture conducive for teachers to instruct and students to learn.

Student Information: 1999-2000 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.9%	94.7%	93.4%	94.1%
Transfers Out⁴	11.7%	13.2%	12.2%	12.7%
Transfers In⁵: Within District	3.3%	2.2%	1.8%	2.1%
Transfers In⁵: Out-of-District	6.7%	5.9%	5.5%	5.8%
Promotion Rate⁶	94.4%	97.7%	95.4%	82.3%
Retention Rate⁷	5.0%	1.4%	2.4%	5.1%
Dropout Rate⁸	NA			12.2%
Status Unknown⁹	NA			7.0%

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 1999-2000 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 1999-2000 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1999-2000 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 1999-2000 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 1999-2000 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1998-1999 school year, to include activity during the summer of 1998. 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 1999-2000 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 1998-1999 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

<u>Award/Honor</u>	<u>Year</u>
Arizona Leadership Exemplary School	1998
Arizona Science Teacher of the Year	2000
Golden Bell Award	1990
6th Grade 9th/Nat'l Math League	1995

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is a test designed to measure each student's progress in learning the Arizona Academic Standards. Effective with the Class of 2002 (tenth graders in 1999-2000), students must meet or exceed the Standard on the reading and writing portions of AIMS in order to be eligible for a high school diploma. Students in the class of 2004 must also pass the math portion as a graduation requirement. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing or math will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5 and 8 will also take AIMS.

AIMS Results, 1999-2000

Grade 3		Number Tested	MS	FFB ¹	A ¹	M ¹	E ¹
Reading	School	58	513	12%	21%	47%	21%
	District	182	519	10%	17%	52%	21%
	State	60290	518	12%	18%	45%	25%
Writing	School	59	526	10%	29%	53%	8%
	District	182	528	12%	20%	58%	11%
	State	59162	524	14%	19%	59%	8%
Mathematics	School	60	497	17%	38%	27%	18%
	District	184	503	13%	36%	35%	17%
	State	60159	497	17%	35%	33%	15%

Legend

MS - The Mean Score (average) on a 200-800 scale. A student must have achieved a score of 500 to meet the standard. Scale scores are not comparable between content areas.
FFB - Percent of students who Fell Far Below the standard
A - Approached the standard
M - Percent of students who Met the standard
E - Percent of students who Exceeded the standard

Grade 5		Number Tested	MS	FFB ¹	A ¹	M ¹	E ¹
Reading	School	82	519	4%	11%	60%	26%
	District	214	516	5%	15%	60%	20%
	State	60658	509	16%	20%	46%	19%
Writing	School	84	513	6%	26%	68%	0%
	District	243	493	17%	32%	51%	0%
	State	59560	498	21%	33%	45%	1%
Mathematics	School	81	502	11%	38%	30%	21%
	District	217	500	11%	41%	29%	20%
	State	60981	488	24%	38%	23%	16%

¹Results reflect student performance on the English form of AIMS.

²Class of 2002 is the cohort of students who began 9th grade during the 1998-1999 school year.

Items of data containing information about fewer than five 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 2000-01 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 ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores 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 five 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	1996-1997			1997-1998			1998-1999			1999-2000		
		%	Score	AZ									
2	Reading	--	--	--	--	--	--	100	57	50	97	64	52
	Language	--	--	--	--	--	--	100	41	40	100	44	43
	Mathematics	--	--	--	--	--	--	100	40	51	100	59	55
3	Reading	93	57	44	100	58	47	100	59	47	100	51	48
	Language	94	45	45	100	54	49	100	51	51	100	48	54
	Mathematics	94	50	41	100	54	46	100	49	49	99	47	52
4	Reading	84	65	52	100	65	53	100	67	54	100	69	54
	Language	82	54	45	100	54	47	100	58	49	100	59	48
	Mathematics	82	61	48	100	61	51	100	58	54	100	71	55
5	Reading	94	70	50	100	61	51	100	68	51	91	68	51
	Language	95	61	40	100	48	42	100	59	44	94	62	45
	Mathematics	95	64	47	100	52	51	100	70	54	96	65	55

∨ 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 1999 and 2000. 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 2000. Average student growth over the course of the past academic year is compared to a national average in the table below. One hundred percent (100%) indicates that students in a particular grade level at the school have achieved an average amount of growth compared to a national sample. A percentage greater than 100 percent indicates student growth was greater than the national average.

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

	Reading	Math
	Percentage of Expected Gain	Percentage of Expected Gain
Grades 2-3	69	104
Grades 3-4	154	190
Grades 4-5	87	117

*Less than 8 students matched

**Less than 25% of 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 orderly environment for learning. The *2000 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Our school is participating in a district effort to implement Character Counts in every grade. As well, we have a veteran staff who perceive themselves as "on duty" at all times. They are attentive to detail and command the respect of students and hold them accountable for misbehavior. Students are taught appropriate behavior early and as they pass through the school, begin to hold each other accountable. We also have a campus Resource Officer.

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).

▽ Per Pupil and School Expenditures for the 1999-2000 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 1999-2000	NDS	NDS

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 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.

▽ Classroom Enhancement Funds 1999-2000 ▽

For fiscal year 1999-2000, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, Arizona Revised Statutes, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 1999-2000 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$70,956.24 [\$18.48 per Student x Enrollment (ADM)].

Enhancement Programs	Amount Spent
Classroom Teacher Salaries	\$11,506.42
Employing New Teachers	
Teacher Training and Development	
Classroom Technology	
Strengthening K-3 Programs	
Additional School Days	
Support Programs to Meet State Standards	
Reading Clinics	
Achieving/Maintaining School Sizes for Fewer Than 450 Pupils	

Total Amount of Classroom Enhancement Funds Expended at the School Level \$11,506.42

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Roy A. Sandoval	(520) 474-5882	
Transportation Policy	Roy A. Sandoval	(520) 474-5882	
Community Resources	Roy A. Sandoval	(520) 474-5882	
School Nutrition Programs	Helen Young	(520) 472-2036	
Parent Organization	Karen Ammon	(520) 472-2052	
Student Health/Nurse	Laurie Lindell	(520) 472-2038	

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 <http://www.ade.state.az.us/srcs/> on the Internet.

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