

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Payson Elementary School

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

Payson Unified District
500 E. Rancho Road, Payson, AZ 85541
Mailing Address: P.O. Box 919, Payson, AZ 85547-0919

Principal: Mr. Roy A. Sandoval
Schedule: 7:00 AM to 4:00 PM
Web Address: pusd.k12.az.us/
E-mail: rsandova@pusd.com

Grades: K-5
2002 Enrollment: 375
Phone: (928) 474-5882
Fax: (928) 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 Spalding Language Arts Instruction
- w Structured, Articulated Language Arts

Instructional Programs

- w On-site Special Education
- w Thoughtful Inclusion--Multiply Handicap.
- w Afterschool Gifted
- w AIRS Language Arts
- w Intermural Sports During Lunch
- w Band/Strings/Chorus
- w Required Mastery of Math Facts
- w Accelerated Reader Program

School/Academic Goals

- w To strengthen reading and language arts skills through consistent implementation of a structured language arts program, Accelerated Reader and Spalding reading instruction and 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 all students including 'at-risk' and underserved populations through programs such as CHAMPS, Title I intervention, and peer mentoring and afterschool reading intervention programs.

Enrollment

October 1, 2001 School Year Student Enrollment:	411
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	12

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)
- 4 Teacher(s)
- 4 Parent(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 Volunteer Opportunities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	2.00	Teacher Aide	19.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	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; frequent communication with parents; homework and in-class accountability; commitment to find areas in which to improve; promote and maintain a positive image and presence in the community; promote positive character traits.

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; frequent volunteering 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.

∨ 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 Payson Elementary teachers have set student academic achievement goals in ten areas.</p> | <p>W Payson Elementary School is providing articulated training for writing instruction for teachers utilizing the state Six Point Writing Rubric.</p> |
| <p>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.</p> | <p>W Payson Elementary primary teachers and aides have undergone extensive training in the Spalding method of reading and language arts instruction.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	15.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	95.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	4.6 %	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
Golden Bell Award	1990
6th Grade 9th/National Math League	1995
Arizona Leadership Exemplary School	1998
Arizona Science Teacher of the Year	2000

∨ 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	69	541	0%	13%	45%	42%
	School State	58840	524	9%	17%	45%	29%
Writing	School	68	539	3%	22%	62%	13%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	69	526	1%	29%	41%	29%
	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	59	505	19%	17%	47%	17%
	State	61305	505	21%	20%	43%	15%
Writing	School	54	524	11%	17%	54%	19%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	58	474	14%	62%	14%	10%
	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	--	--	--	--	--	--	--	--	--	100	72	60	--	--	--
2	Reading	--	--	--	100	57	50	97	64	52	100	69	53	93	71	57
	Language	--	--	--	100	41	40	100	44	43	100	55	44	97	49	48
	Mathematics	--	--	--	100	40	51	100	59	55	100	63	57	95	70	61
3	Reading	100	58	47	100	59	47	100	51	48	95	61	50	95	64	50
	Language	100	54	49	100	51	51	100	48	54	97	52	56	95	62	57
	Mathematics	100	54	46	100	49	49	99	47	52	96	55	54	92	64	56
4	Reading	100	65	53	100	67	54	100	69	54	94	57	55	83	73	55
	Language	100	54	47	100	58	49	100	59	48	96	49	50	90	68	50
	Mathematics	100	61	51	100	58	54	100	71	55	96	54	57	84	74	58
5	Reading	100	61	51	100	68	51	91	68	51	90	65	51	76	56	53
	Language	100	48	42	100	59	44	94	62	45	90	56	45	81	54	47
	Mathematics	100	52	51	100	70	54	96	65	55	90	70	57	77	63	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	79	67
Grades 3-4	82	87
Grades 4-5	72	89
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

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).

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	\$2,517	\$1,081,981
Classroom Supplies	\$34	\$14,409
Administration	\$464	\$199,410
Support Services-Students	\$172	\$73,954
Other Support Services and Operations	\$691	\$297,077
Total Expenditures- All Categories 2000-2001	\$3,878	\$1,666,831

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	Roy A. Sandoval	(928) 474-5882	
Transportation Policy	Joe Martin	(928) 472-2024	
Community Resources	Laurie Lindell	(928) 474-5882	
School Nutrition Programs	Joi Nelson	(928) 472-2036	
Parent Organization	Karen Ammon	(928) 472-2052	
Student Health/Nurse	Laurie Lindell	(928) 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 www.ade.az.gov/srcs/ on the Internet.

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