

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

301 South McLane, Payson, AZ 85541

Payson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Roy Sandoval
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 912
 Web Address : www.pusd.k12.az.us
 Phone Number : (928) 474-2233
 Fax Number : (928) 472-2010
 E-mail : rsandova@pusd.com

Mission

To prepare students to be productive citizens in a rapidly changing world, the staff at Payson High School is dedicated to excellence in the highest educational, personal and social development of each student.

School / Academic Goals

- ü The transition from 8th to 9th grade will be smooth and efficient. Academic achievement will be higher for all freshmen; the dropout rate will be lower.
- ü All students will improve their ability to write in an effective and organized manner.
- ü All students will increase their achievement in mathematics and continue to maintain this level once they have met the AIMS criteria.
- ü All departments will continue to work to align courses with state standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 886
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Honors Classes
- ü NAVIT
- ü School-to-Work
- ü Advanced Placement
- ü Youth Transition Program
- ü Community Based Instruction

Calendar Information

Number of Instruction Days : 182
Average Daily Instruction Time : 6 hours 45 minutes
First Day of School : 7/28/2005
Last Day of School : 5/31/2006

Shared Responsibilities

School

PHS will establish a learning environment that includes a safe and orderly learning place, a clear educational mission, instructional leadership, a strong home-school partnership, and high student expectations with equal opportunities for all to learn.

Parents

Parents should provide a suitable place in the home to do class homework; continuous monitoring of homework; help to develop a satisfactory student schedule; and support for the school by stressing the value of responsibility and accountability.

Transportation Policy

Transportation to and from school is provided to students who live more than 1.5 miles from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Consistent Above Average ACT Scores	2004
ü Several Individual Scholar Athlete Awards	2004

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	236	242	69846	100	100	100	692	693	699	16	16	21	17	17	11	49	49	49	18	18	18
All Students (Prior Year)	227	227	65934	97	97	100	492	492	492	44	44	43	20	20	18	22	22	24	14	14	15
Female	116	120	34328	100	100	99	697	698	702	14	14	19	15	15	12	49	49	51	21	22	18
Male	120	122	35509	100	100	100	688	688	696	18	18	23	18	18	11	50	50	48	14	14	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	18	18	23363	100	100	100	692	692	680	39	39	32	11	11	16	33	33	45	17	17	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	209	215	36421	100	100	99	692	692	714	14	14	12	18	18	8	52	52	54	17	17	26
Students with Disabilities	38	38	7690	100	100	100	578	578	593	52	52	64	30	30	14	18	18	21	0	0	2
Students without Disabilities	198	204	62220	100	100	99	713	713	712	10	10	16	14	14	11	55	55	53	21	21	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	83	83	21421	91	91	92	685	685	686	27	27	35	23	23	15	42	42	43	8	8	7
Non-Economically Disadvantaged	153	159	48489	100	100	100	697	697	704	10	10	15	13	13	10	54	54	52	23	24	23

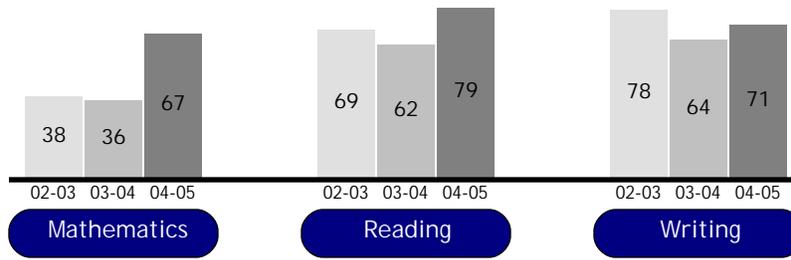
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	241	248	71311	100	100	100	697	697	694	5	5	7	16	16	21	69	69	63	10	10	9
All Students (Prior Year)	234	234	68162	98	98	100	512	512	509	13	13	18	25	25	24	56	56	51	6	6	8
Female	115	119	34899	100	100	100	706	706	700	1	1	5	14	13	19	71	71	66	15	14	10
Male	126	128	36430	99	100	100	689	689	688	9	9	9	18	18	22	68	68	61	5	5	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	17	18	24056	100	100	100	690	690	672	24	24	13	18	18	31	41	41	53	18	18	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	215	221	36841	100	100	99	697	697	713	4	4	3	16	16	12	71	71	72	9	10	13
Students with Disabilities	40	40	8021	100	100	100	574	574	590	24	24	27	53	53	42	24	24	29	0	0	1
Students without Disabilities	201	208	63379	100	100	100	719	720	707	2	2	5	9	9	18	78	78	68	11	12	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	79	80	22243	81	82	93	689	689	677	11	11	14	23	23	32	59	59	51	7	7	3
Non-Economically Disadvantaged	162	168	49157	100	100	100	701	702	702	2	2	4	12	12	16	75	74	69	11	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	236	243	70868	98	100	100	679	679	688	6	5	5	24	23	23	66	66	63	5	5	9
All Students (Prior Year)	233	233	67629	97	97	100	521	521	524	24	24	22	12	12	16	61	61	59	3	3	3
Female	115	119	34710	100	100	99	688	689	697	2	2	3	21	21	19	69	69	66	8	8	12
Male	121	123	36176	95	97	100	671	671	678	9	9	7	25	25	27	63	63	59	3	3	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	17	18	23868	100	100	100	666	666	670	18	18	9	29	29	33	53	53	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	210	216	36710	97	100	99	679	679	702	5	5	2	24	24	15	66	67	69	5	5	13
Students with Disabilities	38	38	7900	95	95	100	565	565	580	15	15	22	70	70	49	15	15	28	0	0	1
Students without Disabilities	198	205	63054	98	100	99	699	700	701	4	4	3	15	15	20	75	75	67	6	6	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	76	77	21994	78	79	92	674	674	673	6	6	10	39	39	36	56	56	52	0	0	3
Non-Economically Disadvantaged	160	166	48960	100	100	100	682	682	694	6	5	3	16	16	18	71	71	67	8	7	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	41	41	41	96	44	NA	42	97	58	58	51
	Language	100	35	35	42	96	37	37	42	97	54	54	50
	Mathematics	99	61	61	60	96	62	62	63	97	53	53	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 4 Community Member(s)
- 4 Student(s)

Council Duties

- Ü School Goals
- Ü School Philosophy
- Ü School Improvement Plan
- Ü Student Performance
- Ü Curriculum Development
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	49.00
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	1
4 to 6 years	0	0	0	0
7 to 9 years	4	5	0	0
10 or more years	13	19	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Culinary Arts
- Ü Studio Theatre
- Ü Little Longhorn Pre School

Extracurricular Activities

- Ü National Honor Society
- Ü Pride Club
- Ü Student Council
- Ü Key Club
- Ü S.A.D.D.
- Ü Interact Club
- Ü FFA
- Ü FBLA

Social Services

- Ü Counseling Services
- Ü Breakfast/Lunch Program
- Ü Crisis Intervention
- Ü Peer Counseling

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Freshmen are welcomed to campus one day early for orientation and pep rally. Each freshman is assigned an upper class mentor as a guide through the first year. Mandatory noon study hall is assigned if a student is failing.

- ü An extensive number of concurrent enrollment college classes are available at PHS through Gila Community College and the Advanced Placement courses. Payson High School is also a member of the Northern Arizona Vocational Institute of Technology.

- ü Authentic assessments are used for every District Strategic Goal.

- ü All departments have incorporated a writing component to support improvement in writing.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	86	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	11	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	91	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Campus Resource Officer and an on-campus Probation Officer continue to make a positive impact on campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

125

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Roy Sandoval	(928) 474-2233
Transportation Policy	Tom Pioworsy	(928) 472-2024
Community Resources	Judy Michel	(928) 474-2233
School Nutrition Programs	Bonnie Shipitalo	(928) 472-5703
Parent Organization		
Student Health/Nurse	Dani Hatch	(928) 474-2233

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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at 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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.