

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Pine Strawberry Elementary School

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

Pine Strawberry Elementary District
3868 N. Pine Creek Drive, Pine, AZ 85544
Mailing Address: P.O. Box 1150, Pine, AZ 85544-1150

Supt/Prin: Mrs. Kathe Ketchem

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: pesd3@cybertrails.com

Grades: Pre-K-8

2002 Enrollment: 185

Phone: (928) 476-3283

Fax: (928) 476-2506

∨ School Overview ∨

Mission

Pine Strawberry School's mission is to prepare our students to be lifelong learners in an informational age. Students are encouraged to take responsibility for their behavior, beliefs and actions. High standards for students and staff make it possible for all students to accomplish academic, behavioral and citizenship goals. We believe that teachers, parents and community members working together provide encouragement for students to be the best they can be.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Small Classes

Instructional Programs

- w Special Needs Instruction
- w Gifted
- w Nationally Accredited Preschool
- w Advanced Placement Math Classes
- w Music/Band/Drama/Chorus/Sports
- w Hands Across the Border
- w Primary Reading & Math Tutorial Program
- w Afterschool Program

School/Academic Goals

- w Students will use concrete materials, technology and real-life problems to develop mathematical number sense, problem solving, reasoning, written and oral descriptions for mathematical strategies and communications.
- w Students will use the writing process including drafting, revising and editing to complete a variety of writing tasks which include journals, research, stories and formal communications.
- w Students will use scientific investigation to develop process-oriented, higher-level thinking skills to design, conduct, analyze, describe and evaluate real-world experiences in physical, life and earth sciences.
- w Students will learn and apply a variety of reading strategies for use when comprehending, interpreting and evaluating fiction, nonfiction, classic and contemporary literature.

Enrollment

October 1, 2001 School Year Student Enrollment:	222
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	4

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	17.00
Other Professional Staff	1.50	Teacher Aide	6.00

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	5	0	0	0
7 to 9 years	1	0	0	0
10 or more years	7	7	0	0

∨ **Shared Responsibilities** ∨

School

Pine Strawberry School provides a safe, orderly learning environment. Partnership between home and school is accomplished through open communication: Regular phone calls, a bimonthly newsletter, a community newsletter, parent/teacher conferences, parent/child activity nights, progress reports, and report cards. Staff and students have high standards for academics and behavior. Continuing education is built into weekly staff development for our well-educated staff.

Parents

Pine Strawberry home/school partnership encourages parents to volunteer in the classroom and for educational trips or work with special programs. Communication is accomplished through parent/teacher conferences. Parents assist student achievement through support of regular student attendance, homework completion and high standards for behavior through involvement in our schoolwide citizenship program, Make Your Day.

∨ **Transportation Policy** ∨

Children in Strawberry, Pine and the Control Road area are transported to and from school. High school students are transported to Payson High School. Two additional afternoon bus runs provide transportation to and from Payson High School to accommodate students who are involved in extracurricular afterschool programs. Transportation is also provided for field trips and all extracurricular activities which include sports, clubs, fine arts, student leadership, and character education.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/1/02
Average Daily Instruction Time:	6 hrs. 35 min.	Last Day of School:	5/30/03

Operates on Extended Schedule

Report Card Release Dates

10/5/02	12/20/02	3/7/03	5/30/03
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Additional Calendar/Report Card Information

Progress reports are sent home every four weeks. Extracurricular eligibility reports for grades six through eight are sent home weekly.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes 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 (with Internet Lab)
W Full-size Gymnasium/Cafeteria	W Science Lab/Photography Lab

Extracurricular Activities

W Student Council/Builder's Club	W Academic League
W Photography/Yearbook	W VB/BB/SB/FB/Track/Wrestling/Cheerleading
W Band/Drama/Chorus/Strings/Flags/Art	W Hands Across the Border
W Special Interest Clubs	W DARE Program/CHAMPS/Character Counts

School/Community Resources

W Lunch Program	W Breakfast Program
W Counseling Services	W Afterschool Program
W GED Classes/Adult Education	W School Resource Officer
W Citizenship Classes	W Senior Center/Cultural Partnership

∇ 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 Pine Strawberry School, through TLC grant funding, district monies and state Students' First monies, consistently upgrades technology equipment and software: Includes 27 student laptops, multimedia computers, digital cameras and software.</p> <p>W The school received \$64,551 in donations through the Credit for Kids program in support of extracurricular activities. Monies sponsor field trips, band, athletics, student leadership, science, art, character education, technology and a sports field.</p> | <p>W Pine Strawberry School provides 3rd-8th grade students with block scheduling for advanced placement in mathematics and reading. Pre-K-8 students additionally have Band, Music, Library, Computers and PE weekly.</p> <p>W Pine Strawberry School offers extracurricular sports programs for grades six through eight, fine arts and character education activities for grades Kindergarten through eight, and student leadership programs for grades three through eight.</p> |
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Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.7 %	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	7.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.4 %	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
ASRSA Gila County Teacher of the Year	1996, 1999
Regional Football Champions	2001, 2002
U of Arizona Talented Student Mathematics Summer Camp	2001
ADE Special Education Director 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	16	554	0%	12%	19%	69%
	School State	58840	524	9%	17%	45%	29%
Writing	School	16	603	0%	6%	44%	50%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	18	574	0%	6%	11%	83%
	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	21	502	10%	33%	43%	14%
	State	61305	505	21%	20%	43%	15%
Writing	School	20	506	10%	35%	50%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	23	489	13%	35%	26%	26%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	31	526	10%	23%	48%	19%
	State	57484	504	24%	20%	40%	16%
Writing	School	31	504	3%	35%	61%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	32	482	28%	34%	25%	12%
	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	--	--	--	--	--	--	--	--	--	89	58	60	--	--	--
2	Reading	--	--	--	85	48	50	91	67	52	100	69	53	86	58	57
	Language	--	--	--	96	37	40	91	53	43	100	62	44	86	52	48
	Mathematics	--	--	--	96	45	51	91	74	55	100	78	57	86	67	61
3	Reading	83	46	47	96	50	47	84	49	48	100	69	50	76	80	50
	Language	86	55	49	93	58	51	88	50	54	100	79	56	76	81	57
	Mathematics	86	40	46	96	66	49	88	48	52	100	82	54	81	94	56
4	Reading	100	57	53	91	51	54	86	65	54	86	73	55	90	74	55
	Language	100	54	47	91	53	49	86	66	48	91	61	50	85	54	50
	Mathematics	100	68	51	91	53	54	86	72	55	100	71	57	95	79	58
5	Reading	100	60	51	85	59	51	90	63	51	100	57	51	71	51	53
	Language	100	41	42	85	50	44	86	56	45	100	59	45	68	41	47
	Mathematics	100	50	51	85	66	54	77	54	55	100	65	57	82	64	59
6	Reading	83	53	53	82	57	54	86	66	53	100	56	54	84	68	56
	Language	93	27	41	79	44	44	95	62	44	100	47	45	84	57	47
	Mathematics	93	38	57	82	48	59	86	72	60	100	49	63	87	63	65
7	Reading	97	41	52	91	57	53	99	71	52	87	66	53	83	64	55
	Language	90	43	52	91	56	54	95	71	54	84	71	55	76	68	58
	Mathematics	97	34	53	94	40	55	100	65	56	87	74	58	83	57	60
8	Reading	100	60	54	93	55	54	95	68	53	93	71	55	86	72	56
	Language	100	51	46	97	50	49	100	61	49	97	60	50	86	66	52
	Mathematics	100	61	52	93	51	54	95	59	56	93	71	58	89	70	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	93	100
Grades 3-4	92	79
Grades 4-5	50	75
Grades 5-6	81	67
Grades 6-7	69	76
Grades 7-8	90	74

*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

Student education programs to promote a safe learning environment and positive student decision making include DARE, Character Counts, Quest and a schoolwide citizenship program. Parent involvement is a strong component of the schoolwide citizenship program.

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

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	NDS		
Transportation Policy	Keith Howell	(928) 476-3283	
Community Resources	Kathe Ketchem	(928) 476-3283	
School Nutrition Programs	Earline Rolan	(928) 476-3283	
Parent Organization	NDS		
Student Health/Nurse	Betsy Porter	(928) 476-3283	

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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