

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Pinon Accelerated Middle School

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

Pinon Unified District  
Navajo Hwy 41, Pinon, AZ 86510  
Mailing Address: P.O. Box 839, Pinon, AZ 86510-0839

Principal: Mrs. Dorothy R. Yazzie  
Schedule: 7:00 AM to 5:00 PM  
Web Address: [www.pusdatasa.org](http://www.pusdatasa.org)  
E-mail: [dyazzie@pusdatasa.org](mailto:dyazzie@pusdatasa.org)

Grades: 6-8  
2002 Enrollment: 451  
Phone: (928) 725-2300  
Fax: (928) 725-2370

## ∨ School Overview ∨

### Mission

Pinon Accelerated Middle School's mission is to afford all students the maximum opportunity for high academic achievement in preparation for high school.

### Organization and Philosophy

- w Middle Sch. & Accelerated Sch. Concepts
- w Interdisciplinary Teaming
- w Empowerment Coupled with Responsibility
- w Powerful learning experiences for all

### Instructional Programs

- w Accelerated & Middle Schools Beliefs
- w ESL & GLAD teaching strategies
- w Accelerated Reader Program
- w Accelerated Math Program
- w Standards-based Curriculum
- w Standards-based Instruction
- w Writing with six-traits in Focus
- w ETIP

### School/Academic Goals

- w Ninety percent (90%) of the students will pass AIMS by the end of eighth grade.
- w Ninety percent (90%) of the students will achieve Adequate Yearly Progress in reading and math as determined by Arizona Department of Education.
- w Increase the percentage of students who are scoring in the first, second, and third quartiles to 25% in reading, language and math as measured by the Stanford 9 and/or the STAR reading and STAR math tests.
- w The Average Daily Attendance rate will be 94% or higher, and reduce the discipline, drug and gang-related activities referrals by 60%.

### Enrollment

October 1, 2001 School Year Student Enrollment:	456
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	6

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)
- 1 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

**Council Duties**

- w Student Academic Achievement
- w Instructional Skills and Strategies
- w Parent/Educator Relations
- w Student Management/Discipline
- w Attendance
- w Technology Integration

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	4.00	Teacher Aide	3.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

Parent training in Powerschool access on the child's grades and attendance. Develop an annual plan and timeline for parent involvement activities. Assess parents' need in order to design appropriate activities. Improve communication with home and community. Provide training in parenting skills and support for learning. Provide opportunities for parents to improve their literacy and job skills. Develop a parent volunteer program.

**Parents**

Parents will support the school in their children's learning and will attend Parent/Teacher conferences to impact their children's learning. They will become actively involved in their children's education by visiting the classes, assisting with homework, and make recommendations to the Governing Board to improve the school. They will be responsible for teaching their children what is appropriate behavior at school.

∨ **Transportation Policy** ∨

Student transportation is an extended privilege to students in the district, and is not a statutory requirement except for necessary transportation of handicapped students as indicated in their respective Individual Education Programs. The responsibility for the operation of student transportation shall be vested in the Superintendent. Reasonable efforts shall be made to eliminate any particular hazards that might 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 Fully implemented the Reading Renaissance and Math Renaissance programs in all grade levels. The result of the pre/post Diagnostic Renaissance Reading tests showed an average of .75 growth for all grade levels.</p> | <p>W Fully implemented Accelerated Schools concept to improve student learning through powerful learning experiences.</p> |
| <p>W Two of our teachers become presenters for Accelerated School's powerful learning strategies.</p>   | <p>W Fully implemented the Middle School concept to improve services to sixth, seventh and eighth grade students.</p>     |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	13.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	86.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	13.5 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Arizona Poetry Writing Winners	2001
Emory Riddle Science Fair winners - 2nd/3rd Places	2002
Art - Drawing & painting winners - County/State Fairs	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 <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	58	465	55%	24%	17%	3%
	State	57484	504	24%	20%	40%	16%
Writing	School	54	455	54%	35%	11%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	58	393	93%	7%	0%	0%
	State	57734	459	39%	40%	14%	7%

#### 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

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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												
6	Reading	69	21	53	100	18	54	85	11	53	71	17	54	22	26	56
	Language	81	13	41	100	10	44	92	7	44	82	10	45	23	19	47
	Mathematics	82	24	57	100	16	59	90	16	60	81	20	63	22	25	65
7	Reading	90	14	52	100	15	53	84	12	52	78	14	53	15	10	55
	Language	89	17	52	100	19	54	89	15	54	77	16	55	16	14	58
	Mathematics	90	22	53	100	23	55	85	16	56	78	18	58	16	24	60
8	Reading	76	21	54	100	19	54	89	17	53	76	22	55	56	22	56
	Language	79	14	46	100	15	49	95	15	49	80	15	50	56	13	52
	Mathematics	79	21	52	100	23	54	92	25	56	80	19	58	56	25	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 5-6</b>	<b>78</b>	<b>69</b>
<b>Grades 6-7</b>	<b>62</b>	<b>77</b>
<b>Grades 7-8</b>	<b>81</b>	<b>79</b>

\*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

We have implemented a Middle School Prevention program that focuses on prevention education. The program provides prevention/intervention support to students with continuation of SSHS programs of mental health, peacemaking, alcohol and drug prevention/intervention, adventure base counseling, and academy for students who need structured discipline environment.

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).

23

**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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,947	\$1,448,262
Classroom Supplies	\$36	\$17,873
Administration	\$642	\$315,383
Support Services-Students	\$200	\$98,296
Other Support Services and Operations	\$975	\$479,353
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,801</b>	<b>\$2,359,167</b>

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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Dorothy R. Yazzie	(928) 725-2300	
<b>Transportation Policy</b>	Reggie Tso	(928) 725-2120	
<b>Community Resources</b>	Lorretta Agoodie	(928) 725-2301	
<b>School Nutrition Programs</b>	June Jacome	(928) 725-2316	
<b>Parent Organization</b>	Lorretta Agoodie	(928) 725-2301	
<b>Student Health/Nurse</b>	Kathleen Reynolds	(928) 725-2314	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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