

# Edison Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

545 N. Horne, Mesa, AZ 85203

Mesa 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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Howard A. Paley  
Schedule : 7:30 AM to 4:00 PM  
Grades : Pre-K-6  
2003 Enrollment : 720  
Web Address : [www.mpsaz.org/edison](http://www.mpsaz.org/edison)  
Phone Number : (480) 472-5300  
Fax Number : (480) 472-5281  
E-mail :

### Mission

Our mission is to help each child attain their potential in a safe environment. We equip our students with the skills to become lifelong learners as well as productive and involved citizens. We believe all students can and will learn at high levels.

### School / Academic Goals

ü Attain mastery of communication skills including written and oral language appropriate to their grade/age level.

This includes the use of technology as tools to enhance learning.

ü Attain mastery of math facts, applications and problem solving through manipulatives and written work.

### Instructional Programs

ü Reading and Math Renaissance Programs  
ü Accelerated Learner Programs  
ü Technology  
ü Waterford Early Reading Program

### Enrollment

October 1, 2002 School Year Student Enrollment : 710  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 86

### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 8/14/2003  
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü School Safety Issues
- ü Promote Parent Involvement
- ü Proactive Awareness of Issues
- ü Tax Donation Mini-grant Program

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	6.00	Teacher Aide	21.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	6	0	0	0
7 to 9 years	2	1	0	0
10 or more years	7	21	1	0

Shared Responsibilities

School

We have the responsibility of communicating to our parents on a frequent basis. We also have the responsibility of providing a safe, positive & productive learning environment. Additionally, Edison School must continue to select qualified personnel.

Parents

It is the responsibility of our parents to have their children prepared for school on time and have a positive attitude toward school. They should work cooperatively with their children's teachers and support them in meeting the children's needs.

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Media Center

Extracurricular Activities

- ü Band, Orchestra, and Chorus
- ü Television Broadcast Club
- ü Student Council
- ü After School Sports

Social Services

- ü Parent Involvement Classes
- ü Breakfast and Hot Lunch Program
- ü Counseling Services
- ü Health Services

Transportation Policy

Busing is provided for all students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Ninety-two percent (92%) of Edison parents graded our school with an 'A' or a 'B' on the district's customer satisfaction survey.
  
- ü Edison School has been above potential in reading the last seven years and eight out of the last nine years, according to the Stanford 9.

School Honors

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

Award/Honor	Year
ü Educator of the Year Award	1993
ü Tribune Leadership Award	1994
ü Great Performances of a Master Teacher	1994

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	94	95	94	96
Transfers Out <sup>3</sup>	27	20	20	20
Transfers In <sup>4</sup> (Within District)	5	2	2	2
Transfers In <sup>5</sup> (Out of District)	11	10	10	9
Promotion Rate <sup>6</sup>	98	99	98	95
Retention Rate <sup>7</sup>	2	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	49	74
Grades 3-4	79	86
Grades 4-5	71	80
Grades 5-6	74	76

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

3rd 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	89	5599	75372	99	98	101	533	536	523	5	5	9	27	18	25	32	38	36	36	39	30
All Students (Prior Year)	93	5637	70809	NA	NA	NA	512	529	518	7	6	11	25	21	27	46	37	35	22	36	27
Female	42	2725	36901	98	99	101	543	536	524	3	5	8	17	19	25	39	38	36	42	39	31
Male	47	2874	38385	100	98	101	523	536	523	8	5	9	38	17	24	24	38	36	30	39	30
African American	NC	186	3589	NC	96	96	NC	516	501	NC	9	18	NC	30	33	NC	39	33	NC	22	16
Hispanic	38	1758	29103	100	98	99	512	522	510	8	6	12	38	25	31	31	42	36	23	27	20
Asian/Pacific Islander	--	125	1574	--	98	96	--	548	549	--	2	3	--	14	14	--	36	34	--	48	48
American Indian/Alaskan Native	--	224	5086	--	100	114	--	502	491	--	17	22	--	33	38	--	34	28	--	16	12
White	47	3280	34597	100	98	98	551	544	535	0	3	4	21	14	20	33	37	38	47	46	38
Students with Disabilities	NC	544	8057	NC	101	99	NC	500	496	NC	23	23	NC	25	31	NC	29	28	NC	23	17
Students without Disabilities	80	5055	67315	95	98	101	534	539	525	4	4	8	29	17	24	31	39	37	36	40	31
Limited English Proficient Students	11	606	16925	100	109	112	NA	490	482	NA	14	27	NA	39	40	NA	43	26	NA	4	7
Migrant Students	NC	47	869				NC	519	501	NC	10	17	NC	24	30	NC	43	39	NC	24	14
Economically Disadvantaged	89	2269	26325				533	519	504	5	8	15	27	26	34	32	40	33	36	26	18
Non-Economically Disadvantaged	--	3330	49047				--	546	530	--	3	6	--	13	21	--	37	37	--	47	35

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	90	5584	75221	100	98	101	525	528	523	4	5	8	15	12	16	57	59	56	24	23	21
All Students (Prior Year)	89	5645	70860	NA	NA	NA	531	532	524	9	5	9	10	13	17	47	47	45	33	36	30
Female	43	2719	36833	100	98	100	533	531	526	3	4	6	8	11	15	59	59	56	30	25	23
Male	47	2865	38319	100	98	101	517	525	520	5	6	9	22	13	17	54	59	56	19	22	18
African American	NC	187	3597	NC	96	97	NC	516	510	NC	9	14	NC	20	22	NC	57	53	NC	14	11
Hispanic	38	1750	29019	100	98	99	509	518	513	8	7	12	19	18	21	69	60	55	4	15	13
Asian/Pacific Islander	--	125	1572	--	98	95	--	533	536	--	2	2	--	10	9	--	59	57	--	29	31
American Indian/Alaskan Native	--	221	5071	--	99	114	--	507	502	--	17	20	--	23	27	--	50	46	--	10	8
White	48	3278	34543	102	98	97	536	533	531	2	4	4	9	9	12	50	59	58	39	28	26
Students with Disabilities	NC	543	8006	NC	100	99	NC	501	505	NC	26	22	NC	22	23	NC	41	42	NC	11	13
Students without Disabilities	81	5041	67215	96	98	101	526	530	524	3	4	7	15	12	16	58	60	56	24	24	21
Limited English Proficient Students	11	598	16853	100	107	112	NA	487	489	NA	19	29	NA	48	36	NA	33	32	NA	0	3
Migrant Students	NC	48	866				NC	519	503	NC	5	19	NC	18	23	NC	50	49	NC	27	8
Economically Disadvantaged	90	2266	26256				525	516	509	4	10	14	15	19	24	57	57	51	24	14	11
Non-Economically Disadvantaged	--	3318	48965				--	534	528	--	3	5	--	8	13	--	60	58	--	29	24

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	89	5503	73654	99	97	99	525	530	530	10	7	9	15	12	13	74	77	70	1	5	7
All Students (Prior Year)	88	5419	68592	NA	NA	NA	534	546	542	15	6	9	7	10	12	62	67	63	15	16	16
Female	42	2681	36239	98	97	99	538	536	537	3	5	7	11	10	11	83	78	72	3	8	10
Male	47	2821	37301	100	96	98	514	525	523	16	8	12	19	13	15	65	75	68	0	3	5
African American	NC	185	3488	NC	95	94	NC	517	515	NC	12	16	NC	17	18	NC	67	62	NC	3	4
Hispanic	38	1731	28348	100	97	96	514	522	520	15	9	13	15	15	17	65	72	65	4	4	5
Asian/Pacific Islander	--	124	1558	--	97	95	--	538	547	--	4	3	--	9	8	--	82	76	--	4	13
American Indian/Alaskan Native	--	221	4947	--	99	111	--	509	507	--	17	22	--	21	22	--	61	53	--	1	3
White	47	3221	33924	100	96	96	536	535	537	5	4	5	14	10	10	81	80	75	0	6	9
Students with Disabilities	NC	512	7306	NC	95	90	NC	501	506	NC	28	24	NC	19	20	NC	49	52	NC	4	4
Students without Disabilities	80	4991	66348	95	97	100	527	532	531	9	5	8	16	11	13	74	78	71	1	5	8
Limited English Proficient Students	11	591	16422	100	106	109	NA	492	495	NA	33	30	NA	22	27	NA	44	43	NA	0	0
Migrant Students	NC	47	849				NC	526	511	NC	14	19	NC	18	22	NC	64	56	NC	5	4
Economically Disadvantaged	89	2230	25711				525	519	514	10	12	16	15	17	19	74	68	61	1	3	3
Non-Economically Disadvantaged	--	3273	47943				--	536	535	--	3	7	--	9	11	--	81	74	--	7	9

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

5th 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	90	5726	76230	100	98	101	503	517	498	12	6	12	31	31	38	14	13	12	43	50	37
All Students (Prior Year)	101	5695	72888	NA	NA	NA	511	512	494	7	8	14	31	34	40	12	12	12	49	47	34
Female	40	2807	37247	100	98	100	507	517	500	11	5	11	35	33	40	5	13	13	49	49	37
Male	50	2914	38725	100	97	101	499	517	497	14	8	14	27	29	37	20	13	12	39	51	37
African American	NC	215	3594	NC	93	96	NC	490	476	NC	15	22	NC	42	46	NC	12	11	NC	32	21
Hispanic	40	1717	28100	100	99	98	507	497	482	0	10	18	45	41	47	16	14	11	39	34	24
Asian/Pacific Islander	NC	117	1447	NC	97	95	NC	534	527	NC	2	5	NC	31	26	NC	10	11	NC	58	58
American Indian/Alaskan Native	NC	241	5292	NC	92	113	NC	490	463	NC	12	31	NC	47	47	NC	14	8	NC	27	14
White	39	3411	35389	100	97	96	507	527	514	13	4	6	23	25	32	15	13	14	49	58	48
Students with Disabilities	NC	563	9022	NC	107	105	NC	475	465	NC	25	31	NC	40	43	NC	13	8	NC	23	17
Students without Disabilities	81	5163	67208	100	97	100	509	519	500	7	5	12	32	30	38	14	13	12	47	52	38
Limited English Proficient Students	NC	566	14826	NC	111	113	NC	458	460	NC	30	31	NC	54	51	NC	7	8	NC	9	10
Migrant Students	NC	39	837				NC	496	478	NC	0	19	NC	61	51	NC	11	8	NC	28	21
Economically Disadvantaged	90	2180	25037				503	494	477	12	11	21	31	43	47	14	13	11	43	32	21
Non-Economically Disadvantaged	--	3546	51193				--	528	507	--	4	9	--	24	35	--	13	13	--	59	43

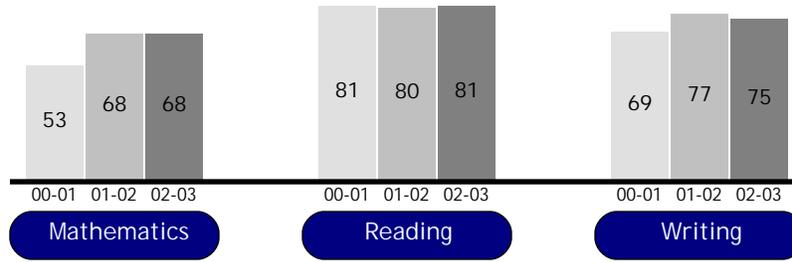
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5721	76202	100	98	101	511	510	505	12	11	19	24	21	24	59	53	46	5	14	11
All Students (Prior Year)	101	5688	72779	NA	NA	NA	514	510	505	10	13	21	28	19	20	42	48	43	20	20	15
Female	40	2811	37231	100	98	100	516	512	507	11	9	16	22	20	24	62	56	48	5	16	13
Male	50	2906	38718	100	97	101	507	509	503	12	13	22	27	23	24	56	51	44	5	13	10
African American	NC	212	3600	NC	92	97	NC	501	497	NC	22	28	NC	26	29	NC	45	39	NC	7	5
Hispanic	40	1708	28090	100	98	98	516	503	497	13	18	28	30	27	30	50	47	37	7	8	5
Asian/Pacific Islander	NC	116	1443	NC	96	95	NC	514	515	NC	9	9	NC	29	19	NC	47	53	NC	16	19
American Indian/Alaskan Native	NC	247	5311	NC	95	113	NC	499	491	NC	20	38	NC	30	31	NC	44	28	NC	6	3
White	39	3411	35371	100	97	96	511	514	512	5	7	10	21	18	20	68	57	54	5	17	16
Students with Disabilities	NC	566	9097	NC	107	106	NC	496	493	NC	29	39	NC	32	27	NC	33	29	NC	6	5
Students without Disabilities	81	5155	67105	100	97	100	512	511	506	9	10	18	24	21	24	61	55	47	5	15	12
Limited English Proficient Students	NC	563	14780	NC	110	113	NC	485	486	NC	52	50	NC	32	32	NC	16	18	NC	0	1
Migrant Students	NC	39	832				NC	498	492	NC	29	36	NC	24	31	NC	41	31	NC	6	3
Economically Disadvantaged	90	2173	24961				511	503	495	12	19	32	24	28	30	59	46	34	5	7	4
Non-Economically Disadvantaged	--	3548	51241				--	514	509	--	7	14	--	18	22	--	57	51	--	17	14

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	90	5622	74692	100	96	99	509	510	502	13	12	18	21	26	27	61	53	47	4	9	8
All Students (Prior Year)	100	5511	70710	NA	NA	NA	524	523	512	7	11	17	31	24	26	42	46	42	20	19	16
Female	40	2776	36710	100	97	99	525	516	509	6	9	14	20	24	26	66	56	50	9	10	10
Male	50	2843	37742	100	95	98	496	504	495	20	16	22	23	27	28	58	50	44	0	7	6
African American	NC	210	3516	NC	91	94	NC	492	487	NC	23	26	NC	27	31	NC	49	39	NC	1	4
Hispanic	40	1689	27492	100	97	96	512	493	486	13	20	27	23	33	32	60	44	38	3	4	4
Asian/Pacific Islander	NC	114	1428	NC	94	94	NC	523	528	NC	11	8	NC	26	20	NC	45	54	NC	18	18
American Indian/Alaskan Native	NC	240	5166	NC	92	110	NC	489	470	NC	23	39	NC	34	32	NC	40	27	NC	3	2
White	39	3344	34785	100	95	94	511	519	517	11	9	10	16	23	23	70	58	56	3	11	11
Students with Disabilities	NC	502	8428	NC	95	98	NC	481	472	NC	31	38	NC	29	30	NC	38	29	NC	3	3
Students without Disabilities	81	5120	66264	100	96	99	511	512	503	12	12	17	22	26	27	62	54	48	4	9	8
Limited English Proficient Students	NC	552	14363	NC	108	109	NC	451	459	NC	62	47	NC	26	34	NC	12	19	NC	0	1
Migrant Students	NC	39	814				NC	494	475	NC	22	33	NC	33	37	NC	33	27	NC	11	2
Economically Disadvantaged	90	2143	24507				509	491	480	13	22	31	21	32	33	61	42	33	4	4	3
Non-Economically Disadvantaged	--	3479	50185				--	520	511	--	8	13	--	23	24	--	59	53	--	11	10

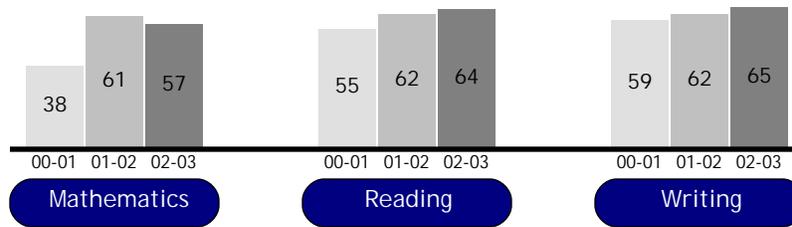
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	67	60	53	98	55	51	44	95	63	61	50
	Language	92	46	47	45	99	37	42	39	100	41	49	43
	Mathematics	91	61	63	56	100	54	57	52	95	62	67	57
3	Reading	93	50	56	50	100	50	50	43	88	49	57	47
	Language	97	49	58	55	100	47	53	50	94	56	61	54
	Mathematics	97	49	60	53	100	47	55	50	88	60	64	54
4	Reading	85	61	61	55	100	38	51	47	93	58	62	52
	Language	98	48	53	50	100	33	47	45	93	46	54	48
	Mathematics	98	59	66	56	100	45	59	52	97	65	68	57
5	Reading	98	52	59	51	100	47	51	46	95	54	59	50
	Language	97	45	50	46	100	39	45	43	93	48	53	46
	Mathematics	99	60	66	56	100	64	63	54	100	62	68	57
6	Reading	97	58	62	54	100	52	56	49	94	48	62	53
	Language	99	46	52	46	98	42	47	42	93	38	53	45
	Mathematics	99	63	73	61	100	68	71	58	95	63	75	62

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 Safety

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

Edison School has a schoolwide discipline plan that provides students logical consequences for their behavior. Edison also has several awards to commend students who show outstanding student traits. These include monthly recognition.

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) :

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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.

Contacts

	Name	Phone Number
School Site Council	Howard A. Paley	(480) 472-5300
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Netina Bodine	(480) 472-5300
School Nutrition Programs	Tami Munguia	(480) 472-5346
Parent Organization	Geniel Oakes	(480) 472-5300
Student Health/Nurse	Patricia Sunderland	(480) 472-5283

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. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)