



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mr. Howard Paley
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 737
 Web Address : www.mpsaz.org/edison/
 Phone Number : (480) 472-5300
 Fax Number : (480) 472-5281
 E-mail : hapaley@mpsaz.org

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

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.
- ü Attain mastery of state standards and district performance objectives appropriate to their grade level.

Enrollment

October 1, 2003 School Year Student Enrollment : 731
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 83

Instructional Programs

- Reading and Math Renaissance Programs
- Accelerated Learner Programs
- Technology
- ELP (Extended Learning Program) (3-6)
- Art Instruction (4-6)
- Waterford Early Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

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

Parents

A message from your child: please help me get ready and get to school on time everyday; please talk with me everyday so you can hear about all I am learning and doing in school; please help me understand the feelings and actions of other children and adults; please check my homework and help me when I don't understand it; please come to my school for the various events so I can show off what I do at school.

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.

School Honors

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

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

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	103	5651	75509	99	98	100	532	532	521	9	9	13	19	19	23	30	33	33	43	39	31
All Students (Prior Year)	89	5599	75372	99	98	100	533	536	523	5	5	9	27	18	25	32	38	36	36	39	30
Female	53	2784	37013	100	98	100	535	534	522	13	9	12	13	19	24	28	34	33	46	39	31
Male	50	2859	38430	98	98	99	529	531	521	4	10	14	24	19	22	31	32	33	40	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	49	1862	30486	100	99	99	518	515	505	8	13	18	22	25	29	38	35	32	32	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	47	3216	35192	98	98	99	550	544	534	4	6	8	17	15	19	23	32	35	55	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	97	5052	65801	99	98	98	536	537	525	7	7	11	19	18	23	29	34	34	45	41	33
Limited English Proficient Students	31	1053	16928	100	100	100	508	506	485	11	17	29	26	27	33	47	33	26	16	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	71	2909	36411				525	514	503	13	14	19	20	24	29	27	34	32	40	27	20
Non-Economically Disadvantaged	32	2742	39040				546	550	534	0	5	8	16	14	19	35	32	34	48	50	39

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	103	5641	75492	99	98	100	525	522	519	10	11	12	15	14	16	44	48	47	31	27	24
All Students (Prior Year)	90	5584	75221	100	98	100	525	528	523	4	5	8	15	12	16	57	59	56	24	23	21
Female	53	2785	37014	100	98	100	528	526	523	7	9	10	13	13	15	46	49	48	35	29	27
Male	50	2850	38400	98	98	99	522	518	516	13	13	14	18	16	17	42	48	47	27	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	49	1851	30438	100	98	99	516	509	508	14	17	17	19	20	21	49	49	47	19	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	47	3215	35177	98	98	99	536	530	528	6	7	8	6	11	13	43	48	49	45	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	97	5052	65785	99	98	98	527	525	522	9	7	10	14	14	16	44	50	49	33	28	26
Limited English Proficient Students	31	1047	16905	100	100	100	504	499	489	26	25	34	16	24	28	47	40	32	11	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	71	2904	36302				520	510	507	13	16	18	17	19	21	45	49	46	25	15	14
Non-Economically Disadvantaged	32	2737	39164				534	534	528	3	5	8	13	10	13	42	48	48	42	37	31

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	101	5611	75053	97	98	99	553	578	597	8	10	7	20	14	12	69	68	72	3	7	9
All Students (Prior Year)	89	5503	73654	99	97	99	525	530	530	10	7	9	15	12	13	74	77	70	1	5	7
Female	53	2774	36872	100	98	99	576	604	621	4	6	5	17	11	9	72	73	74	7	10	12
Male	48	2831	38109	94	97	99	529	552	573	12	14	10	23	17	14	65	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	49	1847	30235	100	98	98	538	541	575	5	14	9	24	17	14	70	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	45	3193	35028	94	97	99	568	599	613	9	8	6	16	12	10	69	70	73	7	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	95	5023	65428	97	98	98	558	587	604	6	8	6	20	13	11	70	71	73	4	8	10
Limited English Proficient Students	31	1044	16765	100	100	100	524	524	525	11	16	17	26	20	20	63	63	60	0	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	70	2890	36077				547	542	566	8	14	10	22	17	16	68	65	69	2	3	5
Non-Economically Disadvantaged	31	2721	38950				567	613	618	7	6	5	17	11	9	70	71	73	7	12	12

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	95	5809	76019	100	99	100	520	514	499	7	9	14	33	34	39	12	13	14	48	44	33
All Students (Prior Year)	90	5726	76230	100	98	100	503	517	498	12	6	12	31	31	38	14	13	12	43	50	37
Female	48	2821	37207	100	99	100	522	514	499	5	8	12	32	35	41	16	13	14	48	44	33
Male	47	2979	38677	100	99	100	518	515	498	10	11	15	35	32	38	8	13	13	48	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	46	1790	29458	100	99	100	506	490	480	11	15	20	37	48	48	14	11	12	37	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	45	3386	35880	98	98	100	534	529	515	2	5	7	29	26	32	9	14	16	60	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	90	5190	66233	100	98	99	522	519	503	6	6	11	32	33	39	12	14	14	49	47	35
Limited English Proficient Students	26	972	15206	100	100	100	490	477	459	19	20	31	44	53	53	13	10	7	25	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	68	2753	35714				511	493	480	9	15	20	39	44	47	11	12	12	42	29	20
Non-Economically Disadvantaged	27	3056	40266				538	531	513	4	5	9	22	25	33	15	14	15	59	56	43

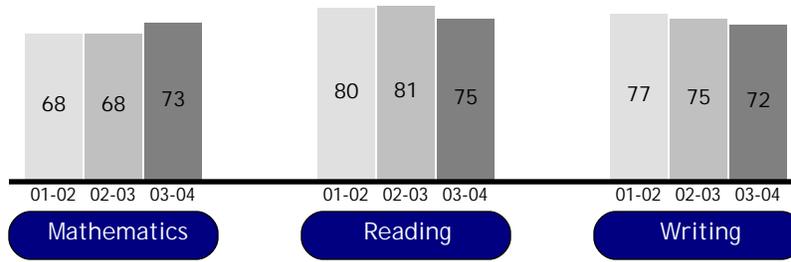
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	5803	76020	100	99	100	504	507	503	17	20	25	26	22	23	39	43	40	18	16	12
All Students (Prior Year)	90	5721	76202	100	98	100	511	510	505	12	11	19	24	21	24	59	53	46	5	14	11
Female	48	2820	37213	100	99	100	506	508	504	16	17	22	23	21	23	43	46	42	18	16	13
Male	47	2973	38666	100	99	100	503	505	501	18	22	29	29	22	22	34	41	38	18	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	46	1784	29442	100	99	99	495	496	494	29	33	37	29	26	26	43	34	31	0	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	45	3386	35890	98	98	100	511	513	511	9	12	15	23	19	20	34	48	48	34	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	90	5186	66236	100	98	99	504	509	504	17	16	23	25	22	23	40	45	42	19	17	13
Limited English Proficient Students	26	967	15198	100	100	100	486	490	483	50	43	59	19	28	25	31	25	14	0	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	68	2745	35703				501	497	494	22	31	37	27	26	26	33	36	31	18	8	6
Non-Economically Disadvantaged	27	3058	40274				511	514	509	7	11	17	22	18	20	52	49	47	19	21	17

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	95	5771	75673	100	98	100	518	530	530	10	15	12	35	25	25	52	56	58	2	5	4
All Students (Prior Year)	90	5622	74692	100	96	99	509	510	502	13	12	18	21	26	27	61	53	47	4	9	8
Female	48	2805	37099	100	98	100	519	549	548	9	10	8	39	22	22	50	62	64	2	6	6
Male	47	2956	38441	100	98	99	516	511	513	11	19	16	32	27	29	55	50	52	3	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	46	1776	29305	100	99	99	501	495	507	14	21	16	40	33	31	43	44	51	3	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	45	3366	35760	98	98	99	529	549	550	7	11	9	32	20	21	59	62	64	2	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	90	5166	65967	100	98	99	520	537	536	9	12	10	36	25	25	53	59	60	2	5	5
Limited English Proficient Students	26	961	15115	100	100	100	479	475	471	31	28	26	38	38	38	31	34	35	0	0	1
Migrant Students	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	68	2731	35541				513	500	504	11	20	17	40	31	31	47	47	50	2	2	2
Non-Economically Disadvantaged	27	3040	40091				529	553	550	7	10	9	26	19	21	63	63	64	4	7	6

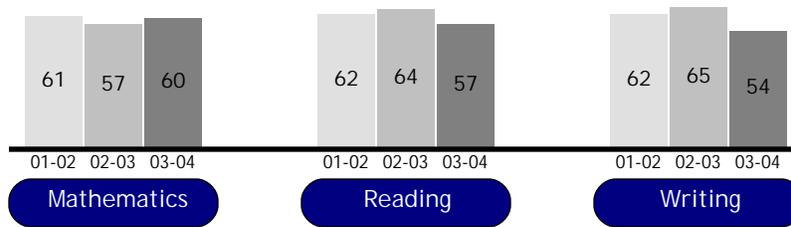
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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 and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	55	51	44	95	63	61	50	95	74	NA	58
	Language	99	37	42	39	100	41	49	43	99	60	53	50
	Mathematics	100	54	57	52	95	62	67	57	99	78	71	64
3	Reading	100	50	50	43	88	49	57	47	93	53	NA	55
	Language	100	47	53	50	94	56	61	54	96	59	63	61
	Mathematics	100	47	55	50	88	60	64	54	98	66	66	61
4	Reading	100	38	51	47	93	58	62	52	95	57	NA	56
	Language	100	33	47	45	93	46	54	48	100	49	55	52
	Mathematics	100	45	59	52	97	65	68	57	100	64	68	61
5	Reading	100	47	51	46	95	54	59	50	98	57	NA	55
	Language	100	39	45	43	93	48	53	46	100	57	55	49
	Mathematics	100	64	63	54	100	62	68	57	100	70	71	63
6	Reading	100	52	56	49	94	48	62	53	100	47	NA	56
	Language	98	42	47	42	93	38	53	45	100	39	55	48
	Mathematics	100	68	71	58	95	63	75	62	100	60	76	66

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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 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 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	6.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	8	1	0	0
7 to 9 years	1	2	0	0
10 or more years	8	23	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	31
Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	0

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Ninety-four percent of Edison parents graded our school with an 'A' or a 'B' on the district's customer satisfaction survey.

- ü Ninety-four percent of Edison students who were surveyed 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 eight years and nine out of the last ten years, according to the Stanford 9.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	7	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	38	72
Grades 3-4	79	77
Grades 4-5	70	64
Grades 5-6	64	72

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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) :

1

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	Marni Jo Larson	(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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.