

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Eugene Field Elementary School

Mesa Unified District
2325 E. Adobe Street, Mesa, AZ 85213-6799

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

Principal: Mrs. Sue Johnston
Schedule: 7:30 AM to 4:00 PM
Web Address: www.mpsaz.org/field
E-mail: spjohnst@mpsaz.org

Grades: K-6
2002 Enrollment: 883
Phone: (480) 472-9800
Fax: (480) 472-9819

∨ School Overview ∨

Mission

Field School believes that every child is capable of achieving success, and that high expectations are held and communicated clearly to all students. The structure of the school is designed to meet the changing needs of students and to create a community of learners. Parent involvement is necessary for school improvement; and we believe that a quality education is a collaborative effort of students, staff, parents and community.

Organization and Philosophy

- w Self-contained Classrooms
- w Looping
- w Team Teaching
- w Tutoring Program

School/Academic Goals

- w Students will improve in the areas of math, reading, and language/writing.
- w Students will acquire habits of inquiry, problem-solving and higher-level thinking skills.

Instructional Programs

- w Gifted
- w Learning Disabilities
- w Speech and Language
- w On-site Special Education
- w Phonics Instruction
- w Integrated Second Grade
- w Title I Instructional Assistants
- w RAP Reading Instruction

- w Students will build a strong general knowledge and technology foundation.
- w Students will develop self-esteem and confidence, and will learn and demonstrate integrity, responsibility and respect. All members of the learning community will promote a safe and secure environment.

Enrollment

October 1, 2001 School Year Student Enrollment:	883
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	96

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

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

Council Duties

- w Student Discipline
- w School Safety Issues
- w Homework Policies
- w Attendance Policies
- w Extracurricular Activities
- w Public Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	47.80
Other Professional Staff	4.00	Teacher Aide	17.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	2	0	0
10 or more years	8	29	1	0

∨ **Shared Responsibilities** ∨

School

Provide a safe optimum learning environment in which students will experience success and achieve excellence. Provide curriculum and instruction driven by the Arizona Academic Standards. Provide regular communication regarding academics and behavior. Set and maintain discipline standards as models of the high expectations for behavior on campus.

Parents

Ensure that children attend school regularly, arriving on time and ready to learn. Provide a time each evening for completion of homework assignments. Model a positive attitude toward school and learning. Attend parent/teacher conferences and communicate with teachers as needed. Discuss with children the importance of making wise choices regarding behavior throughout the school. Expect children to always do their personal best.

∨ **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.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/16/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/24/03	3/14/03	5/29/03
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Additional Calendar/Report Card Information

A Welcome Fair/Meet the Teacher is held two days before school starts. Curriculum nights are held within the first three weeks of school. Parent-teacher conferences are held for all students following the first and second quarters, and for individual students additionally as needed. Some classes use student-led conferences.

∨ 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 Expanded Media Center
W Art/Music Rooms	

Extracurricular Activities

W Student Council/Student Ambassadors	W Band/Strings/Chorus
W Afterschool Sports	W Geography Club
W Math Team	W Schoolwide Festival of Learning
W Variety Show	W Health and Wellness Activities

School/Community Resources

W Counseling Services	W Health Services
W Crisis Intervention	W Recreational Activities
W Afterschool Programs	W Lunch Program
W Field Trips	W Day Care

∨ 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 Field School third grade students exceeded the state and district averages on AIMS in reading, math, and writing.</p> | <p>w Field School fifth grade students exceeded the state and district averages on AIMS in reading, math, and writing.</p> |
| <p>w 79% of Field School students made Adequate Yearly Progress in Mathematics. 73% of Field School students made Adequate Yearly Progress in Reading.</p> | <p>w Field School's composite score on the Quality Service Index was 93%. This means that 93% of the parents and students responding gave Field an A or B on the Quality Service Survey.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	24.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.7 %	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
HUG Statewide Essay Contest Winner	2001
District Writing Contest Winner	2001
HUG Statewide Essay Contest Winner	2000
Who's Who Among America's Teachers	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	112	544	2%	4%	52%	43%
	School State	58840	524	9%	17%	45%	29%
Writing	School	110	559	4%	6%	63%	27%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	115	540	4%	13%	42%	41%
	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	85	511	11%	20%	48%	21%
	State	61305	505	21%	20%	43%	15%
Writing	School	82	530	6%	26%	49%	20%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	84	513	5%	36%	10%	50%
	State	61760	494	14%	40%	12%	34%

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	--	--	--	--	--	--	--	--	--	82	68	60	--	--	--
2	Reading	--	--	--	100	65	50	100	63	52	80	63	53	84	62	57
	Language	--	--	--	100	58	40	100	45	43	95	46	44	90	43	48
	Mathematics	--	--	--	100	71	51	100	62	55	97	61	57	84	55	61
3	Reading	87	58	47	100	59	47	89	53	48	89	58	50	88	58	50
	Language	87	58	49	100	55	51	87	63	54	90	60	56	86	65	57
	Mathematics	90	60	46	100	52	49	88	66	52	90	60	54	86	64	56
4	Reading	88	66	53	100	65	54	88	61	54	86	58	55	85	57	55
	Language	90	55	47	100	53	49	90	53	48	90	50	50	86	48	50
	Mathematics	90	68	51	100	63	54	93	65	55	88	69	57	86	66	58
5	Reading	96	63	51	100	65	51	88	58	51	87	62	51	81	64	53
	Language	96	48	42	100	58	44	87	50	45	92	53	45	85	55	47
	Mathematics	93	69	51	100	73	54	85	65	55	89	66	57	88	72	59
6	Reading	97	66	53	100	68	54	94	70	53	96	63	54	85	64	56
	Language	96	54	41	100	58	44	95	56	44	95	53	45	88	61	47
	Mathematics	95	70	57	100	75	59	93	80	60	95	76	63	85	79	65

∨ 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	61	70
Grades 3-4	79	82
Grades 4-5	79	69
Grades 5-6	79	93
Grades 6-7	***	***

*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

Visitors are required to sign-in at the office and wear name tags. All staff wear ID badges. Safety procedures including facilities inspections, fire drills, evacuations, and lock-downs are held regularly. Hand-held radios are carried by staff on duty and on field trips. Good citizenship is encouraged and rewarded. Respectful behavior and safe play are emphasized. Students not following behavior guidelines receive appropriate disciplinary consequences. An alternate learning center is available.

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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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	\$3,082	\$2,774,410
Classroom Supplies	\$31	\$27,534
Administration	\$343	\$308,750
Support Services-Students	\$154	\$138,226
Other Support Services and Operations	\$588	\$529,634
Total Expenditures- All Categories 2000-2001	\$4,198	\$3,778,554

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 ∨

	Name	Phone	Extension
School Site Council	Sue Johnston	(480) 472-9800	
Transportation Policy	Community Relations	(480) 472-0222	
Community Resources	Community Relations	(480) 472-0222	
School Nutrition Programs	Karen Burrington	(480) 472-9800	
Parent Organization	Merrilee Kupfer	(480) 472-9800	
Student Health/Nurse	Laura Staubit	(480) 472-9800	

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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