Eugene Field Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

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

AZ LEARNS[1]

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.

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.

School Overview

Principal/Administrator :	Mrs. Sue Johnston
Schedule :	7:30 AM to 4:00 PM
Grades :	K-6
2003 Enrollment :	825
Web Address :	www.mpsaz.org/field
Phone Number :	(480) 472-9800
Fax Number :	(480) 472-9819
E-mail :	spjohnst@mpsaz.org

Mission

Field believes that every child is capable of achieving success, and that high expectations are held and communicated clearly to all students. We believe that a quality education is a collaborative effort of students, staff, parents and community.

School / Academic Goals

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

Instructional Programs

- ü Gifted
- ü Learning Disabilities
- ü Speech and Language
- ü On-site Special Education

Enrollment

October 1, 2002 School Year Student Enrollment :	856
Accepting New Students in 2003-04 Under Open Enrollment Law[2] :	Yes
Number of Students Attending Under Open Enrollment in 2002-03 :	80

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 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	Council Duties
1 School Administrator(s)	ü Student Discipline
1 Non-certified Employee(s)	ü School Safety Issues
4 Teacher(s)	ü Homework Policies
6 Parent(s)	ü Attendance Policies
0 Community Member(s)	ü Extracurricular Activities
2 Student(s)	ü Public Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	46.80
Other Professional Staff	3.00	Teacher Aide	17.00

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	5	0	0	0
7 to 9 years	2	2	0	0
10 or more years	7	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.

Parents

Have children attend school regularly, on time and ready to learn. Provide a time each evening for homework assignments. Attend parent/teacher conferences. Talk with children about showing respect and making wise choices at school.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Expanded Media Center

Extracurricular Activities

- ü Student Council/Student Ambassadors
- ü Band/Orchestra/Chorus
- ü Afterschool Sports/Homework Club
- ü Geography Club

Social Services

- ü Counseling Services/Mentoring Program
- ü Health Services/Referrals
- ü Crisis Intervention/Referrals
- ü Recreational and Community Activities

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

- Field School third grade students exceeded the state and district averages on AIMS in reading, math, and writing.

- Field School fifth grade students exceeded the state and district averages on AIMS in reading, math, and writing.

School Honors

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

Award/Honor	Year
HUG Statewide Essay Contest Winner	2001
District Writing Contest Winner	2003
HUG Statewide Essay Contest Winner	2000
Who's Who Among America's Teachers	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona % K-6	Arizona % 7-8	Arizona % 9-12
Attendance Rate [2]	96	95	94	96
Transfers Out [3]	21	20	20	20
Transfers In[4] (Within District)	5	2	2	2
Transfers In[5] (Out of District)	10	10	10	9
Promotion Rate [6]	95	99	98	95
Retention Rate [7]	5	1	2	5
Dropout Rate [8]	--			8
Status Unknown [9]	--			6
Graduation Rate [10]	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	61	76
Grades 3-4	79	67
Grades 4-5	80	52
Grades 5-6	88	95

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).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	115	5599	75372	99	98	101	524	536	523	5	5	9	23	18	25	45	38	36	28	39	30
All Students (Prior Year)	122	5637	70809	NA	NA	NA	540	529	518	4	6	11	13	21	27	42	37	35	41	36	27
Female	52	2725	36901	98	99	101	531	536	524	0	5	8	22	19	25	43	38	36	35	39	31
Male	63	2874	38385	100	98	101	518	536	523	8	5	9	23	17	24	47	38	36	22	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	30	1758	29103	100	98	99	521	522	510	4	6	12	19	25	31	63	42	36	15	27	20
Asian/Pacific Islander	NC	125	1574	NC	98	96	NC	548	549	NC	2	3	NC	14	14	NC	36	34	NC	48	48
American Indian/Alaskan Native	NC	224	5086	NC	100	114	NC	502	491	NC	17	22	NC	33	38	NC	34	28	NC	16	12
White	74	3280	34597	97	98	98	528	544	535	5	3	4	22	14	20	37	37	38	36	46	38
Students with Disabilities	11	544	8057	110	101	99	479	500	496	20	23	23	50	25	31	20	29	28	10	23	17
Students without Disabilities	104	5055	67315	98	98	101	528	539	525	3	4	8	20	17	24	48	39	37	30	40	31
Limited English Proficient Students	NC	606	16925	NC	109	112	NC	490	482	NC	14	27	NC	39	40	NC	43	26	NC	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	42	2269	26325				510	519	504	5	8	15	31	26	34	54	40	33	10	26	18
Non-Economically Disadvantaged	73	3330	49047				531	546	530	4	3	6	18	13	21	40	37	37	38	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	116	5584	75221	100	98	101	528	528	523	3	5	8	7	12	16	70	59	56	21	23	21
All Students (Prior Year)	119	5645	70860	NA	NA	NA	544	532	524	2	5	9	4	13	17	52	47	45	43	36	30
Female	53	2719	36833	100	98	100	535	531	526	0	4	6	4	11	15	69	59	56	27	25	23
Male	63	2865	38319	100	98	101	523	525	520	5	6	9	9	13	17	71	59	56	15	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	30	1750	29019	100	98	99	524	518	513	4	7	12	4	18	21	76	60	55	16	15	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	533	536	NC	2	2	NC	10	9	NC	59	57	NC	29	31
American Indian/Alaskan Native	NC	221	5071	NC	99	114	NC	507	502	NC	17	20	NC	23	27	NC	50	46	NC	10	8
White	75	3278	34543	99	98	97	531	533	531	3	4	4	6	9	12	69	59	58	23	28	26
Students with Disabilities	11	543	8006	110	100	99	522	501	505	0	26	22	0	22	23	100	41	42	0	11	13
Students without Disabilities	105	5041	67215	99	98	101	529	530	524	3	4	7	7	12	16	69	60	56	22	24	21
Limited English Proficient Students	NC	598	16853	NC	107	112	NC	487	489	NC	19	29	NC	48	36	NC	33	32	NC	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	43	2266	26256				519	516	509	5	10	14	5	19	24	79	57	51	11	14	11
Non-Economically Disadvantaged	73	3318	48965				533	534	528	1	3	5	7	8	13	65	60	58	26	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	114	5503	73654	98	97	99	528	530	530	1	7	9	10	12	13	88	77	70	2	5	7
All Students (Prior Year)	117	5419	68592	NA	NA	NA	559	546	542	4	6	9	6	10	12	63	67	63	27	16	16
Female	52	2681	36239	98	97	99	531	536	537	0	5	7	6	10	11	90	78	72	4	8	10
Male	62	2821	37301	98	96	98	525	525	523	2	8	12	13	13	15	85	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	28	1731	28348	93	97	96	528	522	520	0	9	13	17	15	17	83	72	65	0	4	5
Asian/Pacific Islander	NC	124	1558	NC	97	95	NC	538	547	NC	4	3	NC	9	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	NC	221	4947	NC	99	111	NC	509	507	NC	17	22	NC	21	22	NC	61	53	NC	1	3
White	74	3221	33924	97	96	96	528	535	537	1	4	5	7	10	10	89	80	75	3	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	105	4991	66348	99	97	100	528	532	531	1	5	8	10	11	13	87	78	71	2	5	8
Limited English Proficient Students	NC	591	16422	NC	106	109	NC	492	495	NC	33	30	NC	22	27	NC	44	43	NC	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	43	2230	25711				518	519	514	3	12	16	18	17	19	79	68	61	0	3	3
Non-Economically Disadvantaged	71	3273	47943				533	536	535	0	3	7	4	9	11	93	81	74	3	7	9

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	121	5726	76230	100	98	101	497	517	498	12	6	12	39	31	38	16	13	12	32	50	37
All Students (Prior Year)	119	5695	72888	NA	NA	NA	513	512	494	5	8	14	36	34	40	10	12	12	50	47	34
Female	52	2807	37247	100	98	100	496	517	500	5	5	11	56	33	40	19	13	13	21	49	37
Male	69	2914	38725	100	97	101	498	517	497	18	8	14	27	29	37	15	13	12	40	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	30	1717	28100	100	99	98	477	497	482	27	10	18	40	41	47	20	14	11	13	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	81	3411	35389	100	97	96	502	527	514	10	4	6	38	25	32	15	13	14	38	58	48
Students with Disabilities	13	563	9022	118	107	105	464	475	465	50	25	31	17	40	43	0	13	8	33	23	17
Students without Disabilities	108	5163	67208	98	97	100	499	519	500	10	5	12	40	30	38	17	13	12	32	52	38
Limited English Proficient Students	14	566	14826	127	111	113	NA	458	460	NA	30	31	NA	54	51	NA	7	8	NA	9	10
Migrant Students	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	40	2180	25037				457	494	477	26	11	21	70	43	47	4	13	11	0	32	21
Non-Economically Disadvantaged	81	3546	51193				511	528	507	8	4	9	28	24	35	21	13	13	44	59	43

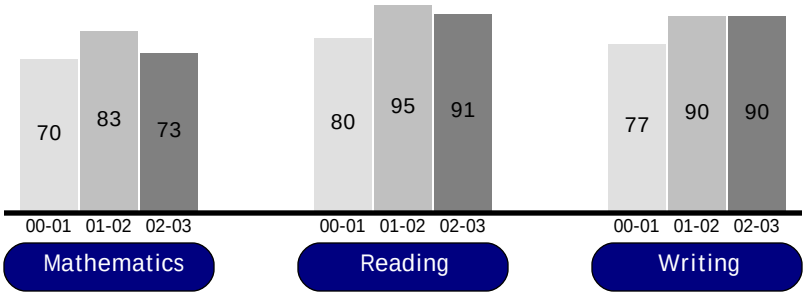
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	5721	76202	100	98	101	510	510	505	15	11	19	19	21	24	54	53	46	11	14	11
All Students (Prior Year)	119	5688	72779	NA	NA	NA	511	510	505	11	13	21	20	19	20	48	48	43	21	20	15
Female	52	2811	37231	100	98	100	512	512	507	9	9	16	16	20	24	65	56	48	9	16	13
Male	69	2906	38718	100	97	101	509	509	503	19	13	22	21	23	24	47	51	44	13	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	30	1708	28090	100	98	98	494	503	497	27	18	28	27	27	30	47	47	37	0	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	81	3411	35371	100	97	96	514	514	512	14	7	10	15	18	20	56	57	54	15	17	16
Students with Disabilities	13	566	9097	118	107	106	498	496	493	33	29	39	17	32	27	33	33	29	17	6	5
Students without Disabilities	108	5155	67105	98	97	100	511	511	506	14	10	18	19	21	24	56	55	47	11	15	12
Limited English Proficient Students	14	563	14780	127	110	113	NA	485	486	NA	52	50	NA	32	32	NA	16	18	NA	0	1
Migrant Students	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	40	2173	24961				489	503	495	44	19	32	26	28	30	30	46	34	0	7	4
Non-Economically Disadvantaged	81	3548	51241				517	514	509	5	7	14	17	18	22	63	57	51	15	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	118	5622	74692	98	96	99	496	510	502	17	12	18	36	26	27	40	53	47	7	9	8
All Students (Prior Year)	115	5511	70710	NA	NA	NA	530	523	512	6	11	17	26	24	26	49	46	42	20	19	16
Female	52	2776	36710	100	97	99	506	516	509	9	9	14	37	24	26	40	56	50	14	10	10
Male	66	2843	37742	96	95	98	488	504	495	22	16	22	36	27	28	41	50	44	2	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	28	1689	27492	93	97	96	472	493	486	36	20	27	36	33	32	29	44	38	0	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	80	3344	34785	99	95	94	500	519	517	14	9	10	36	23	23	42	58	56	8	11	11
Students with Disabilities	12	502	8428	109	95	98	473	481	472	40	31	38	0	29	30	40	38	29	20	3	3
Students without Disabilities	106	5120	66264	96	96	99	497	512	503	15	12	17	38	26	27	40	54	48	6	9	8
Limited English Proficient Students	13	552	14363	118	108	109	NA	451	459	NA	62	47	NA	26	34	NA	12	19	NA	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	39	2143	24507				470	491	480	36	22	31	36	32	33	28	42	33	0	4	3
Non-Economically Disadvantaged	79	3479	50185				504	520	511	10	8	13	36	23	24	44	59	53	9	11	10

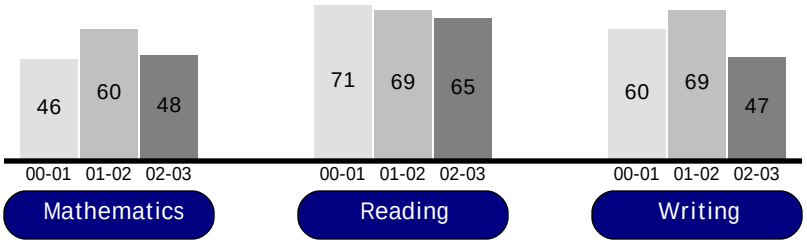
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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 adminstration complete the state assessments will meet the AYP standard estabilished 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 and go to NCLB link

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

Stanford 9 Percentile Rank Scores

		2000-2001				2001-2002				2002-2003			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	81	63	60	53	100	47	51	44	95	68	61	50
	Language	95	46	47	45	100	37	42	39	98	54	49	43
	Mathematics	98	61	63	56	100	43	57	52	95	73	67	57
3	Reading	96	58	56	50	100	50	50	43	98	55	57	47
	Language	98	60	58	55	100	54	53	50	97	59	61	54
	Mathematics	98	60	60	53	100	53	55	50	97	62	64	54
4	Reading	91	58	61	55	100	51	51	47	89	66	62	52
	Language	96	50	53	50	100	45	47	45	97	54	54	48
	Mathematics	93	69	66	56	100	62	59	52	99	58	68	57
5	Reading	93	62	59	51	100	50	51	46	93	59	59	50
	Language	98	53	50	46	100	45	45	43	96	47	53	46
	Mathematics	95	66	66	56	100	66	63	54	99	56	68	57
6	Reading	100	63	62	54	99	58	56	49	98	71	62	53
	Language	99	53	52	46	99	57	47	42	98	64	53	45
	Mathematics	99	76	73	61	99	73	71	58	97	83	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

Visitors sign-in, wear name tags. Staff wear ID badges. Facilities inspections, fire drills, evacuations, and lock-downs are held regularly. Radios are carried by staff on duty and field trips. Good citizenship and respectful behavior are emphasized.

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	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	Aleksa Thomas	(480) 472-9800
Student Health/Nurse	Laura Staubitz	(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. "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."

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at 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.

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