



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2325 E Adobe Street, Mesa, AZ 85213

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 (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 : Mrs. Susan Johnston
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2004 Enrollment : 818
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.

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

- Students will improve in the areas of math, reading, and language/writing.
Students will acquire habits of inquiry, problem-solving and higher-level thinking skills.
Student attendance rate will be 95 percent or higher.

Enrollment

October 1, 2003 School Year Student Enrollment : 874
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 96

Instructional Programs

- ü Gifted Classes
- ü Specific Learning Disabilities
- ü Speech and Language
- ü On-site Special Education
- ü Accelerated Reader
- ü Sheltered English Immersion
- ü At-Risk Programs
- ü Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

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. Hold students accountable for learning and for behaving appropriately.

Parents

Have children attend school regularly, on time, properly clothed and fed and ready to learn. Provide a time each evening for homework assignments and help when necessary. Attend parent/teacher conferences and other school events. Talk with children about showing respect and making wise choices at school, and hold them accountable for their behavior. Support school policies.

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
ü Sixth Grade Student in Top 2% Worldwide Math Olympiad	2004
ü Math Olympiad Team in Top 20% Worldwide	2004
ü Two Staff Members Nominated for Disney Hand Award	2004
ü District Writing Contest Winner	2003

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	5651	75509	97	98	100	552	532	521	6	9	13	15	19	23	30	33	33	49	39	31
All Students (Prior Year)	115	5599	75372	99	98	100	524	536	523	5	5	9	23	18	25	45	38	36	28	39	30
Female	54	2784	37013	98	98	100	547	534	522	9	9	12	13	19	24	28	34	33	49	39	31
Male	61	2859	38430	95	98	99	557	531	521	4	10	14	16	19	22	32	32	33	49	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	33	1862	30486	100	99	99	533	515	505	7	13	18	29	25	29	29	35	32	36	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	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	70	3216	35192	93	98	99	562	544	534	6	6	8	10	15	19	29	32	35	56	46	39
Students with Disabilities	11	599	9708	100	100	100	491	484	489	36	35	32	27	28	27	18	21	24	18	15	17
Students without Disabilities	104	5052	65801	95	98	98	559	537	525	3	7	11	13	18	23	31	34	34	53	41	33
Limited English Proficient Students	14	1053	16928	100	100	100	490	506	485	11	17	29	67	27	33	11	33	26	11	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	60	2909	36411				529	514	503	11	14	19	24	24	29	31	34	32	35	27	20
Non-Economically Disadvantaged	55	2742	39040				575	550	534	2	5	8	5	14	19	29	32	34	64	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	115	5641	75492	97	98	100	529	522	519	8	11	12	14	14	16	46	48	47	32	27	24
All Students (Prior Year)	116	5584	75221	100	98	100	528	528	523	3	5	8	7	12	16	70	59	56	21	23	21
Female	54	2785	37014	98	98	100	533	526	523	9	9	10	11	13	15	47	49	48	32	29	27
Male	61	2850	38400	95	98	99	525	518	516	7	13	14	16	16	17	46	48	47	32	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	33	1851	30438	100	98	99	517	509	508	7	17	17	29	20	21	39	49	47	25	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	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	70	3215	35177	93	98	99	535	530	528	10	7	8	4	11	13	47	48	49	39	34	31
Students with Disabilities	11	589	9707	100	98	100	486	487	495	36	43	33	27	18	21	27	30	33	9	9	13
Students without Disabilities	104	5052	65785	95	98	98	533	525	522	5	7	10	12	14	16	48	50	49	34	28	26
Limited English Proficient Students	14	1047	16905	100	100	100	496	499	489	11	25	34	56	24	28	33	40	32	0	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	60	2904	36302				516	510	507	13	16	18	22	19	21	44	49	46	22	15	14
Non-Economically Disadvantaged	55	2737	39164				541	534	528	4	5	8	5	10	13	49	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	113	5611	75053	95	98	99	577	578	597	16	10	7	10	14	12	65	68	72	9	7	9
All Students (Prior Year)	114	5503	73654	98	97	99	528	530	530	1	7	9	10	12	13	88	77	70	2	5	7
Female	54	2774	36872	98	98	99	598	604	621	17	6	5	6	11	9	60	73	74	17	10	12
Male	59	2831	38109	92	97	99	557	552	573	15	14	10	15	17	14	69	64	69	2	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	32	1847	30235	97	98	98	533	541	575	22	14	9	11	17	14	67	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	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	70	3193	35028	93	97	99	588	599	613	14	8	6	10	12	10	61	70	73	14	10	11
Students with Disabilities	11	588	9625	100	98	100	496	489	530	18	33	21	18	23	21	64	42	55	0	2	4
Students without Disabilities	102	5023	65428	93	98	98	586	587	604	15	8	6	9	13	11	65	71	73	10	8	10
Limited English Proficient Students	14	1044	16765	100	100	100	432	524	525	44	16	17	22	20	20	33	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	59	2890	36077				546	542	566	19	14	10	11	17	16	65	65	69	6	3	5
Non-Economically Disadvantaged	54	2721	38950				608	613	618	13	6	5	9	11	9	65	71	73	13	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	129	5809	76019	99	99	100	504	514	499	10	9	14	40	34	39	16	13	14	35	44	33
All Students (Prior Year)	121	5726	76230	100	98	100	497	517	498	12	6	12	39	31	38	16	13	12	32	50	37
Female	70	2821	37207	100	99	100	497	514	499	13	8	12	45	35	41	10	13	14	32	44	33
Male	59	2979	38677	98	99	100	514	515	498	5	11	15	33	32	38	24	13	13	38	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	33	1790	29458	97	99	100	487	490	480	10	15	20	52	48	48	17	11	12	21	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	--	263	4735	--	100	100	--	476	466	--	27	28	--	41	49	--	11	10	--	21	13
White	89	3386	35880	100	98	100	513	529	515	9	5	7	33	26	32	16	14	16	42	55	45
Students with Disabilities	11	619	9786	100	100	100	476	460	457	20	40	39	50	39	40	10	7	7	20	14	13
Students without Disabilities	118	5190	66233	98	98	99	507	519	503	9	6	11	39	33	39	17	14	14	36	47	35
Limited English Proficient Students	18	972	15206	100	100	100	468	477	459	29	20	31	50	53	53	7	10	7	14	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				493	493	480	14	15	20	43	44	47	16	12	12	27	29	20
Non-Economically Disadvantaged	61	3056	40266				516	531	513	5	5	9	36	25	33	16	14	15	43	56	43

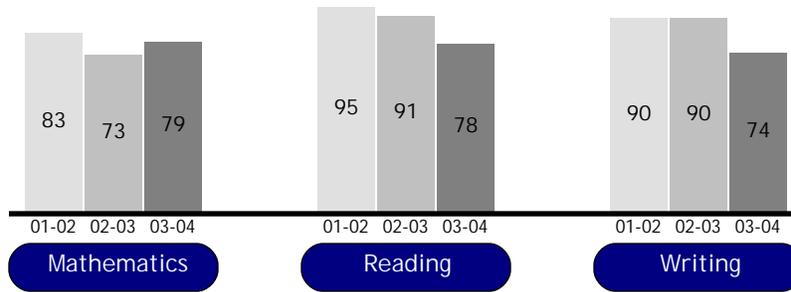
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	5803	76020	99	99	100	512	507	503	19	20	25	19	22	23	42	43	40	21	16	12
All Students (Prior Year)	121	5721	76202	100	98	100	510	510	505	15	11	19	19	21	24	54	53	46	11	14	11
Female	70	2820	37213	100	99	100	508	508	504	17	17	22	23	21	23	45	46	42	14	16	13
Male	59	2973	38666	98	99	100	517	505	501	20	22	29	13	22	22	38	41	38	29	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	33	1784	29442	97	99	99	505	496	494	31	33	37	24	26	26	34	34	31	10	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	--	263	4735	--	100	100	--	491	489	--	46	48	--	25	25	--	25	24	--	4	3
White	89	3386	35890	100	98	100	515	513	511	15	12	15	16	19	20	44	48	48	25	21	18
Students with Disabilities	11	617	9784	100	100	100	491	487	485	40	57	58	10	18	19	30	19	19	20	6	4
Students without Disabilities	118	5186	66236	98	98	99	513	509	504	17	16	23	19	22	23	43	45	42	21	17	13
Limited English Proficient Students	18	967	15198	100	100	100	507	490	483	36	43	59	36	28	25	21	25	14	7	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				502	497	494	25	31	37	19	26	26	41	36	31	14	8	6
Non-Economically Disadvantaged	61	3058	40274				522	514	509	11	11	17	18	18	20	43	49	47	28	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	129	5771	75673	99	98	100	523	530	530	14	15	12	22	25	25	60	56	58	4	5	4
All Students (Prior Year)	118	5622	74692	98	96	99	496	510	502	17	12	18	36	26	27	40	53	47	7	9	8
Female	70	2805	37099	100	98	100	531	549	548	6	10	8	25	22	22	67	62	64	3	6	6
Male	59	2956	38441	98	98	99	514	511	513	24	19	16	18	27	29	53	50	52	5	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	33	1776	29305	97	99	99	493	495	507	14	21	16	41	33	31	45	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	--	261	4707	--	99	100	--	486	492	--	23	19	--	33	33	--	43	46	--	1	1
White	89	3366	35760	100	98	99	533	549	550	15	11	9	16	20	21	64	62	64	6	7	6
Students with Disabilities	11	605	9706	100	100	100	418	444	462	60	48	36	10	24	32	30	25	31	0	2	1
Students without Disabilities	118	5166	65967	98	98	99	533	537	536	10	12	10	23	25	25	63	59	60	4	5	5
Limited English Proficient Students	18	961	15115	100	100	100	483	475	471	21	28	26	36	38	38	43	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				499	500	504	16	20	17	29	31	31	56	47	50	0	2	2
Non-Economically Disadvantaged	61	3040	40091				549	553	550	11	10	9	15	19	21	66	63	64	8	7	6

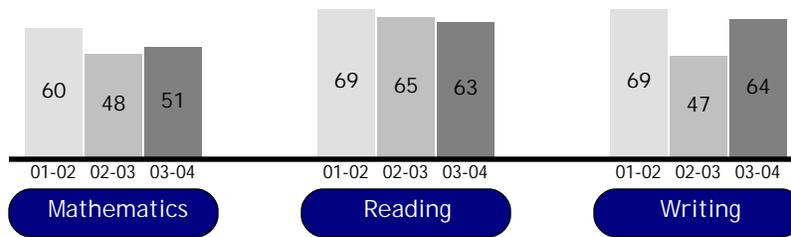
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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](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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	47	51	44	95	68	61	50	88	70	NA	58
	Language	100	37	42	39	98	54	49	43	91	57	53	50
	Mathematics	100	43	57	52	95	73	67	57	88	73	71	64
3	Reading	100	50	50	43	98	55	57	47	93	63	NA	55
	Language	100	54	53	50	97	59	61	54	94	66	63	61
	Mathematics	100	53	55	50	97	62	64	54	96	71	66	61
4	Reading	100	51	51	47	89	66	62	52	99	62	NA	56
	Language	100	45	47	45	97	54	54	48	100	56	55	52
	Mathematics	100	62	59	52	99	58	68	57	100	67	68	61
5	Reading	100	50	51	46	93	59	59	50	91	66	NA	55
	Language	100	45	45	43	96	47	53	46	98	52	55	49
	Mathematics	100	66	63	54	99	56	68	57	98	63	71	63
6	Reading	99	58	56	49	98	71	62	53	95	62	NA	56
	Language	99	57	47	42	98	64	53	45	94	57	55	48
	Mathematics	99	73	71	58	97	83	75	62	94	78	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)
- 6 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	42.10
Other Professional Staff	3.80	Teacher Aide	14.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	2	0	0
10 or more years	37	29	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	43
Core academic classes taught by Highly Qualified (NCLB) teachers.	120
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Expanded Media Center
- Ü Well-Shaded Play Areas

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Afterschool Sports/Jump Rope Club
- Ü Geography Club
- Ü Student Ambassadors
- Ü Homework Club
- Ü Orchestra
- Ü Chorus

Social Services

- Ü Counseling Services/Mentoring Program
- Ü Health Services/Referrals
- Ü Crisis Intervention/Referrals
- Ü Recreational and Community Activities
- Ü After-School Day Care
- Ü ESL Classes for Parents
- Ü Breakfast and Lunch Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Seventy percent of Field School second graders scored at or above the 50th percentile on the Stanford 9 in reading.
  
- ü Field School third grade students exceeded the state and district averages on AIMS in reading, and math.
  
- ü Seventy percent of Field School fourth graders scored at or above the 50th percentile on the Stanford 9 in math. Seventy-six percent of Field sixth graders scored at or above the 50th percentile on the Stanford 9 in math.
  
- ü Field School fifth grade students improved in the percent passing the aims over last year's fifth graders in all three areas: reading, math, and writing.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	3	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	95	98	98	94
Retention Rate <sup>9</sup>	4	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	60	62
Grades 3-4	79	67
Grades 4-5	70	52
Grades 5-6	86	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 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

Visitors sign-in, wear name tags. Staff wear ID badges. Facilities inspections, fire drills, evacuations, and lock-downs and safety meetings are held regularly. Radios are carried by staff on duty and field trips. Good citizenship and respectful behavior are emphasized. Student accident rate was 50 percent less than previous year.

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) :

0

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	Irene Quinones	(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](http://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](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.

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](http://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](http://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.