



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Mrs. Susan Johnston
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
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)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 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, 2005 School Year Student Enrollment : 787
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 196

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 :	8/15/2005
Last Day of School :	5/25/2006

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. Encourage and facilitate family and community involvement.

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 and district 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. Field school provides an activity bus on Mondays, Tuesdays, and Thursdays

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	2005
ü Math Olympiad Team in Top 20% Worldwide	2005
ü Strings students participated in Honor Choir	2005
ü Two District Writing Contest Winners	2005

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	108	5547	80010	100	98	99	456	453	447	6	8	10	19	16	18	56	56	53	19	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2719	38935	100	98	99	444	452	447	7	8	9	25	17	19	55	56	55	13	19	17
Male	52	2828	40974	100	98	98	470	453	448	4	8	11	12	15	18	58	55	52	27	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	42	2182	34545	100	98	99	436	434	432	10	12	14	24	23	24	57	56	53	10	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	56	2783	35142	98	98	99	474	469	465	4	4	5	11	9	11	55	55	56	30	31	28
Students with Disabilities	13	645	10161	100	90	93	419	419	419	23	27	28	46	30	28	31	36	36	NA	7	8
Students without Disabilities	95	4902	69849	100	99	100	460	457	451	3	5	7	15	14	17	60	58	56	22	22	19
Limited English Proficient Students	13	877	14013	100	97	97	415	415	413	23	20	24	23	33	34	54	44	39	NA	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	52	3005	39029	100	97	98	441	437	432	10	11	14	21	22	25	62	57	52	8	10	9
Non-Economically Disadvantaged	56	2542	40981	100	99	100	471	472	462	2	4	6	16	9	13	52	54	54	30	33	27

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	108	5457	79438	100	97	98	455	457	451	5	7	9	29	21	24	54	60	56	13	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2686	38775	100	97	99	449	463	457	2	5	7	39	19	22	50	62	58	9	14	13
Male	52	2770	40560	100	96	97	461	452	446	8	8	12	17	23	25	58	58	54	17	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	42	2140	34297	100	96	98	435	437	434	7	11	14	31	31	31	60	54	50	2	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	56	2744	34887	98	97	98	469	475	471	4	3	4	23	13	15	54	65	63	20	19	18
Students with Disabilities	13	557	9588	100	77	88	421	420	416	8	24	30	31	32	32	62	38	34	NA	5	5
Students without Disabilities	95	4900	69850	100	99	100	458	461	456	4	5	7	28	20	23	53	62	59	15	13	12
Limited English Proficient Students	13	846	13856	100	93	96	409	411	407	23	22	27	46	44	43	31	34	29	NA	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	52	2946	38685	100	95	97	437	441	435	10	10	14	38	29	32	42	55	50	10	5	5
Non-Economically Disadvantaged	56	2511	40753	100	98	99	471	477	467	NA	3	5	20	12	16	64	65	62	16	20	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	107	5524	79971	99	98	99	403	415	423	7	8	8	56	46	41	37	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2715	38974	98	98	99	404	429	437	7	5	5	55	40	33	38	53	57	NA	2	4
Male	52	2808	40895	100	97	98	403	402	410	6	11	10	58	53	47	37	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	42	2166	34481	100	97	99	393	399	410	10	12	10	60	53	46	31	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	55	2779	35150	96	98	99	411	429	437	4	5	5	55	41	35	42	52	56	NA	2	5
Students with Disabilities	13	645	10258	100	90	94	401	373	377	NA	20	23	54	54	51	46	24	25	NA	1	1
Students without Disabilities	94	4879	69713	99	99	100	404	420	429	7	6	5	56	45	39	36	46	52	NA	2	3
Limited English Proficient Students	13	865	13985	100	95	97	362	371	382	15	22	18	85	56	54	NA	22	27	NA	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	52	2986	38994	100	97	98	394	401	409	8	11	10	58	52	47	35	36	41	NA	1	1
Non-Economically Disadvantaged	55	2538	40977	98	99	100	413	432	437	5	4	5	55	40	34	40	53	56	NA	3	5

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

4th 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	5739	80147	100	98	99	499	498	482	5	6	11	11	13	17	50	48	49	33	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	2849	39281	100	99	99	502	498	483	3	5	9	12	13	17	52	49	50	33	33	24
Male	49	2889	40780	100	98	98	496	497	482	8	7	12	10	12	17	49	48	48	33	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	38	2106	33494	100	98	99	478	479	466	13	9	15	8	18	23	63	55	49	16	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	63	2998	36122	100	98	99	518	514	501	2	4	5	10	8	10	41	44	50	48	44	35
Students with Disabilities	11	657	10295	100	90	92	430	451	443	18	25	33	18	27	26	64	38	33	NA	10	8
Students without Disabilities	104	5082	69852	100	99	100	503	503	488	4	4	7	11	11	16	49	50	51	37	35	26
Limited English Proficient Students	11	640	12722	100	96	97	451	449	441	27	19	27	18	31	33	45	45	37	9	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	54	2944	38371	100	97	97	477	480	465	11	9	15	15	18	23	57	52	49	17	20	13
Non-Economically Disadvantaged	61	2795	41776	100	99	100	520	516	498	NA	3	6	8	7	11	44	45	49	48	45	33

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	5655	79686	100	97	98	477	478	470	9	7	11	19	21	24	61	61	57	11	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	2823	39163	100	98	99	477	482	475	8	6	9	21	19	22	61	63	60	11	12	10
Male	49	2831	40438	100	96	97	477	474	465	10	9	13	16	22	25	61	60	54	12	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	38	2071	33299	100	96	98	456	458	452	18	12	17	26	30	32	50	54	47	5	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	63	2959	35914	100	97	98	494	495	489	2	3	5	13	13	15	71	67	67	14	17	14
Students with Disabilities	11	571	9808	100	78	87	431	440	432	9	25	35	27	35	32	55	35	30	9	5	3
Students without Disabilities	104	5084	69878	100	99	100	479	482	475	9	5	8	18	19	23	62	64	61	12	12	9
Limited English Proficient Students	11	617	12594	100	93	96	414	425	422	45	31	34	27	46	45	27	23	21	NA	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	54	2879	38095	100	95	97	453	462	452	19	11	17	24	29	32	52	55	48	6	5	3
Non-Economically Disadvantaged	61	2776	41591	100	98	99	498	495	486	NA	3	6	15	13	16	69	67	65	16	17	13

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	115	5728	80372	100	98	99	481	476	475	4	3	4	22	31	30	68	64	64	6	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	2841	39452	100	99	99	492	487	488	3	2	3	18	22	22	70	73	72	9	3	3
Male	49	2887	40836	100	98	98	467	464	464	6	4	6	27	39	37	65	56	56	2	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	38	2102	33608	100	98	99	455	460	462	11	6	6	32	38	36	58	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	63	2995	36213	100	98	99	501	487	489	2	2	2	14	24	22	75	72	72	10	3	3
Students with Disabilities	11	651	10526	100	89	94	421	428	427	9	13	15	36	53	53	36	32	31	18	2	1
Students without Disabilities	104	5077	69846	100	99	100	485	481	482	4	2	3	20	28	26	71	68	69	5	2	2
Limited English Proficient Students	11	637	12747	100	96	97	391	421	432	36	16	12	36	52	52	27	32	36	NA	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	54	2941	38521	100	97	98	460	462	461	7	5	6	31	38	38	59	56	55	2	1	1
Non-Economically Disadvantaged	61	2787	41851	100	99	100	501	491	489	2	1	3	13	23	22	75	73	72	10	3	4

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	114	5603	79306	100	98	99	516	518	504	11	9	13	7	15	20	61	50	49	22	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2724	38845	100	98	99	520	518	505	7	8	11	7	16	20	58	51	50	27	26	18
Male	59	2879	40383	100	97	98	512	517	504	14	10	14	7	14	19	63	50	47	17	26	19
African American	10	240	4171	100	98	98	NA	494	485	NA	15	20	NA	23	26	NA	50	44	NA	12	10
Hispanic	41	2000	32673	100	98	99	498	496	487	12	14	18	12	22	25	66	52	46	10	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	57	2974	36234	100	98	99	534	535	523	7	4	6	2	9	13	58	49	52	33	37	28
Students with Disabilities	15	622	10286	100	87	91	476	469	462	40	32	41	7	27	27	47	34	27	7	7	5
Students without Disabilities	99	4981	69020	100	99	100	522	523	510	6	6	9	7	14	18	63	52	52	24	28	21
Limited English Proficient Students	11	601	10291	100	95	96	471	462	458	36	34	38	18	33	34	36	31	26	9	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	59	2874	37437	100	97	97	501	499	486	14	13	19	12	21	26	61	51	46	14	14	9
Non-Economically Disadvantaged	55	2729	41869	100	98	100	531	538	521	7	4	7	2	9	14	60	49	51	31	39	27

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	114	5547	79000	100	97	98	496	496	489	10	7	10	17	20	24	65	62	58	9	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2710	38774	100	98	99	501	501	494	4	5	7	20	19	22	67	63	61	9	12	10
Male	59	2837	40150	100	96	98	490	492	485	15	9	12	14	21	25	63	61	55	8	9	8
African American	10	238	4153	100	97	98	NA	481	476	NA	11	13	NA	24	30	NA	61	53	NA	4	4
Hispanic	41	1963	32508	100	96	98	480	476	472	15	12	15	22	31	33	63	53	49	NA	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	57	2962	36135	100	97	98	508	513	508	7	3	4	11	12	14	65	69	67	18	16	15
Students with Disabilities	15	569	9991	100	79	88	453	456	449	40	22	33	20	36	36	33	39	29	7	3	2
Students without Disabilities	99	4978	69009	100	99	100	502	500	495	5	5	6	16	19	22	70	65	62	9	12	10
Limited English Proficient Students	11	573	10199	100	91	95	440	441	439	27	33	35	55	46	47	18	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	59	2829	37234	100	96	97	483	478	472	14	11	15	22	29	33	59	55	50	5	4	3
Non-Economically Disadvantaged	55	2718	41766	100	98	99	509	515	505	5	2	5	11	11	16	71	69	65	13	18	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	113	5609	79611	99	98	99	478	490	496	9	7	7	49	43	37	42	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2732	39016	100	98	99	489	505	511	9	4	4	35	34	29	56	61	66	NA	1	1
Male	58	2877	40519	98	97	98	468	476	482	9	9	10	62	51	44	28	40	46	2	1	0
African American	10	236	4188	100	96	98	NA	480	486	NA	9	9	NA	45	40	NA	44	50	NA	2	0
Hispanic	41	2001	32855	100	98	99	464	470	481	15	11	10	46	51	43	39	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	56	2984	36380	98	98	99	490	504	511	5	4	4	50	36	30	45	59	65	NA	1	1
Students with Disabilities	14	639	10664	93	89	94	410	437	440	36	21	23	43	56	54	14	20	22	7	4	1
Students without Disabilities	99	4970	68947	100	99	100	487	496	504	5	5	4	49	41	34	45	54	61	NA	0	1
Limited English Proficient Students	11	599	10362	100	95	97	386	415	438	45	30	22	36	56	57	18	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	58	2874	37626	98	97	98	466	472	479	14	10	10	50	51	45	34	38	45	2	1	0
Non-Economically Disadvantaged	55	2735	41985	100	99	100	491	508	511	4	3	4	47	34	30	49	63	65	NA	1	1

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

6th 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	92	5505	79327	100	98	98	531	531	518	8	12	19	12	16	20	66	50	46	14	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2626	38961	100	98	98	535	532	520	4	11	16	9	17	20	74	51	48	13	21	16
Male	45	2875	40295	100	98	97	527	531	516	11	13	21	16	16	19	58	48	44	16	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	34	1926	32327	100	98	98	516	510	499	15	18	27	15	23	25	62	49	41	9	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	52	2984	36373	100	99	98	542	549	538	4	7	10	8	11	14	71	51	52	17	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	87	4918	70006	100	99	100	536	537	524	3	8	14	11	15	19	70	53	49	15	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	49	2687	37097	100	97	97	519	511	498	12	18	27	16	21	25	65	49	41	6	11	7
Non-Economically Disadvantaged	43	2818	42230	100	99	99	546	550	535	2	6	11	7	11	15	67	50	50	23	32	24

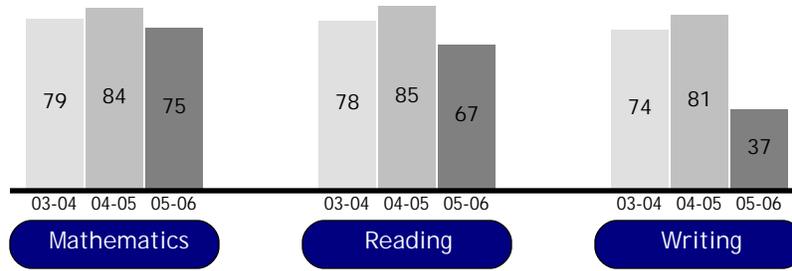
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5447	79501	100	97	98	508	506	497	5	6	10	17	20	25	73	68	60	4	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2606	39062	100	98	99	513	510	502	NA	5	8	17	19	23	81	70	64	2	6	5
Male	45	2837	40368	100	97	98	503	503	491	11	8	13	18	22	27	64	66	57	7	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	34	1887	32389	100	96	98	490	488	478	6	10	16	26	31	34	68	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	52	2973	36446	100	98	99	524	521	516	4	4	4	10	12	15	79	76	73	8	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	87	4915	70090	100	99	100	511	510	502	2	4	7	16	19	24	77	72	65	5	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	49	2646	37183	100	96	97	494	489	479	8	10	16	24	29	34	67	59	49	NA	2	1
Non-Economically Disadvantaged	43	2801	42318	100	98	99	524	522	513	2	3	5	9	12	17	79	76	70	9	9	7

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	92	5492	80000	100	98	99	557	565	564	5	3	3	9	10	11	79	77	75	7	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2626	39288	100	98	99	575	580	579	4	2	2	2	5	6	83	78	77	11	15	16
Male	45	2862	40644	100	97	98	537	552	549	7	4	4	16	14	15	76	76	74	2	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	34	1917	32672	100	97	99	540	548	548	6	4	4	15	13	14	79	77	76	NA	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	52	2977	36602	100	98	99	572	578	579	4	2	2	6	8	7	79	77	75	12	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	87	4907	70081	100	99	100	561	572	571	5	2	2	7	7	7	82	80	79	7	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	49	2675	37534	100	97	98	532	547	547	8	4	4	14	14	15	76	77	76	2	5	5
Non-Economically Disadvantaged	43	2817	42466	100	99	100	586	582	578	2	1	2	2	7	7	84	77	75	12	15	16

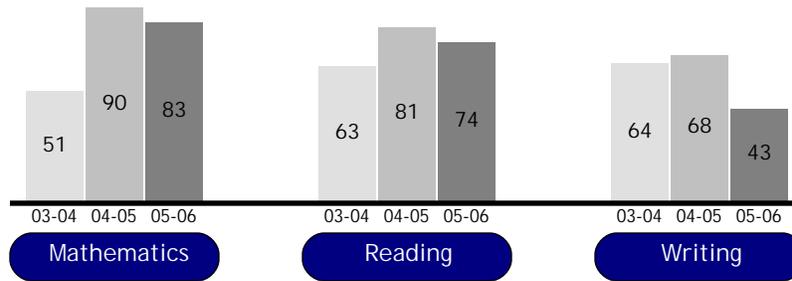
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	70	NA	58	95	51	50	47	93	50	50	46
	Language	91	57	53	50	95	54	49	47	93	56	50	48
	Mathematics	88	73	71	64	95	54	54	50	93	58	56	52
3	Reading	93	63	NA	55	96	53	50	44	95	48	52	46
	Language	94	66	63	61	96	50	49	44	95	50	48	46
	Mathematics	96	71	66	61	96	58	55	51	95	56	56	52
4	Reading	99	62	NA	56	96	57	52	48	96	59	58	52
	Language	100	56	55	52	96	53	52	49	96	59	58	52
	Mathematics	100	67	68	61	96	61	59	53	96	67	67	58
5	Reading	91	66	NA	55	98	56	55	50	98	63	61	56
	Language	98	52	55	49	98	52	55	50	97	61	59	54
	Mathematics	98	63	71	63	98	53	54	49	98	63	59	52
6	Reading	95	62	NA	56	96	61	58	51	100	65	63	56
	Language	94	57	55	48	96	58	54	47	100	63	58	50
	Mathematics	94	78	76	66	95	62	62	52	100	70	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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."

Field Elementary School

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, including Dress
- Ü School Safety Issues
- Ü Homework Policies
- Ü Attendance Policies
- Ü Extracurricular Activities
- Ü Public Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.50
Other Professional Staff	3.00	Teacher Aide	13.75

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	8	20	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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
- Ü Community Resource Referrals

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Field School third grade and fourth grade students exceeded the percent of students meeting or exceeding the standards at the state and district levels on AIMS in reading, writing, and math.

- ü Field School fifth and sixth grade students met or exceeded the state and district percent of students meeting or exceeding the standards in reading, writing, and math.

- ü The average percentile rank of Field second graders on the TerraNova norm referenced test was 50 or higher in all three curriculum areas.

- ü 95% of Field parent responses on the Mesa Public Schools Quality Service Survey were A's and B's.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Visitors sign-in through the office and 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 on field trips. Good citizenship and respectful behavior are emphasized.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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.

The Arizona Department of Education does not audit the information submitted by each school.

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	Joci Burgener	(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 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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.