

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

EL HS

- | | | |
|-------------------------------------|-------------------------------------|-------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Excelling |
| <input type="checkbox"/> | <input type="checkbox"/> | Improving |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Maintaining Performance |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Underperforming |
| <input type="checkbox"/> | <input type="checkbox"/> | Extremely Small School |

Desert Eagle Secondary School

Salt River Pima-Maricopa Community Schools

3191 N. Longmore, Scottsdale, AZ 85256

Mailing Address: 10005 E. Osborne Road, Scottsdale, AZ 85256

Principal: Mr. Clay Chischilly Fields

Schedule: 8:00 AM to 4:30 PM

Web Address: Unpublished or Unavailable

E-mail: clay.fields@saltriver.pima-maricopa.nsn.us

Grades: 7-12

2002 Enrollment: 229

Phone: (480) 850-8335

Fax: (480) 850-7207

∨ School Overview ∨

Mission

The mission of Desert Eagle Secondary School is to provide a culturally rich learning environment in which students are empowered with the skills for a successful journey of lifelong learning. We are committed to enhance every students' personal/spiritual well-being while actively seeking parental/community involvement. To ensure their roles as responsible citizens. we will foster an atomsphere of respect, self-determination and tribal sovereignty.

Organization and Philosophy

- w Varied Instructional Methods
- w Restoration Native Language and Culture
- w Integrated Curriculum
- w Emphasis on Special Needs of Students

School/Academic Goals

- w Create a meaningful curriculum that challenges all students.
- w Build a support structure for students.
- w Increase parental and community involvement.
- w Improve security for all students and staff on campus.

Instructional Programs

- w Core Academic Subjects
- w Fine Arts and Instrumental Music
- w Traditional Crafts and Arts
- w Full Athletic Program
- w Equestrian Training
- w Transitional Classes for Incarcerated
- w Job Development and Placement
- w On-site Special Education

Enrollment

October 1, 2001 School Year Student Enrollment:	211
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	0

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>. EL-Elementary; HS-High School.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

- 0 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	4.00	Teacher	27.00
Other Professional Staff	5.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Provide core academic subjects for high school graduation. Provide electives such as physical education, music, art and equine programs. Provide a safe, healthy and orderly environment for education. Provide an environment that welcomes parents and encourages their participation in all aspects of schooling. Develop curriculum that promotes cultural preservation of Native American heritage.

Parents

Ensure your child attends school regularly and arrives on time. Support your school's discipline policies and bus safety rules. If a problem arises, try to resolve it by contacting the school. Attend open houses, parent-teacher conferences, special programs. Support academic/behavioral guidelines. Ensure that your children cooperate in the educational endeavor of the school by fostering an attitude that recognizes the importance of education, citizenship and career visions.

∨ **Transportation Policy** ∨

Transportation is provided to students residing in the Salt River Pima-Maricopa Indian Community.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 20 min.	Last Day of School:	6/4/03

Operates on Traditional Schedule

Report Card Release Dates

10/21/02	12/24/02	3/18/03	6/6/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Art Room	W Jostens Learning Lab & Assessment Center
W Band Room with Private Practice Rooms	W Native Studies Craftroom and Library

Extracurricular Activities

W SRP-MIC Police Explorers	W SRP-MIC Fire Cadets
W Boys Football/Basketball/Baseball	W Equine Program
W Student Council	W School-to-Work
W Girls Volleyball/Basketball/Softball	W Instrumental Music Program/Fine Arts

School/Community Resources

W Counseling Services	W Behavioral Health Services
W Social Services	W Drug Court Diversion Program
W Social Worker Intern from ASU	W Boys and Girls Club Smart Moves Program
W Substance Abuse Prevention Group	

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

w Establishment of athletic programs.

w Establishment of fine arts and music program.

w Establishment of Native and Traditional Arts.

w Emphasis on American Indian history.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	78.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	11.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	24.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	43.2 %			9.5 %
Status Unknown ⁹	35.4 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Division Winner- Heard Museum Exhibit	2002
Division Winner Painting- Heard Museum Exhibit	2002
Harvard - Nation Building for Native Youth	2002
1st Place Charter School Basketball Championship	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	29	443	59%	31%	7%	3%
	State	57484	504	24%	20%	40%	16%
Writing	School	25	447	60%	40%	0%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	29	391	93%	7%	0%	0%
	State	57734	459	39%	40%	14%	7%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 10 (Class of 2003)²

Reading	School	26	457	58%	31%	12%	0%
	State	49803	512	15%	23%	48%	14%
Writing	School	18	424	67%	22%	11%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	25	425	92%	4%	4%	0%
	State	50429	480	48%	19%	22%	10%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
7	Reading	--	12	52	100	11	53	100	12	52	100	24	53	69	21	55
	Language	--	11	52	100	6	54	100	8	54	100	25	55	81	23	58
	Mathematics	--	14	53	100	17	55	100	12	56	100	15	58	77	22	60
8	Reading	--	18	54	100	16	54	100	23	53	50	22	55	39	27	56
	Language	--	10	46	100	15	49	88	13	49	46	12	50	52	14	52
	Mathematics	--	24	52	100	21	54	100	17	56	50	21	58	45	24	59
9	Reading	--	19	44	55	15	43	80	16	43	51	14	43	52	9	43
	Language	--	12	39	54	11	39	88	15	40	60	13	41	48	9	42
	Mathematics	--	32	57	54	26	57	83	23	59	39	16	61	57	20	62
10	Reading	--	21	42	100	21	42	70	14	42	--	--	--	--	--	--
	Language	--	17	43	100	24	44	76	16	44	--	--	--	--	--	--
	Mathematics	--	22	47	100	13	49	70	19	50	--	--	--	--	--	--
11	Reading	--	16	46	100	**	44	53	25	45	--	--	--	--	--	--
	Language	--	17	43	100	**	42	59	28	44	--	--	--	--	--	--
	Mathematics	--	18	51	100	**	52	59	34	55	--	--	--	--	--	--

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 6-7	*	*
Grades 7-8	*	70

*Less than 10 students matched
**No information available
***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

New Directions Program on campus (in-school suspension program). Perimeter fence installed with metal detector. Locked fences at all entry points. Visitor authorization and check-in required. SWAT team simulation and lock-down drills conducted. School Resource Officer on campus. Round Up program for Truancy Prevention Program. Comprehensive reward strategies in place for behavior and attendance.

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).

6

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Clay Fields	(480) 850-8331	
Transportation Policy	Hank Grates	(480) 850-8596	
Community Resources	Reynaldo Peru	(480) 850-4763	
School Nutrition Programs	Terri McGehee	(480) 850-2919	
Parent Organization	Clay Fields	(480) 850-8331	
Student Health/Nurse	Hazel Thomas	(480) 850-8420	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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