

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Stanfield Elementary School

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

Stanfield Elementary District

515 S. Stanfield Road, Stanfield, AZ 85272

Mailing Address: 515 S. Stanfield Road, Stanfield, AZ 85272-0578

Principal: Mr. Tim Hamilton

Schedule: 7:00 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: Unpublished or Unavailable

Grades: Pre-K-8

2002 Enrollment: 801

Phone: (520) 424-3353 x 222

Fax: (520) 424-3798

∨ School Overview ∨

Mission

Our mission is to provide comprehensive, success-oriented learning activities for the young people in our school. The educational opportunities that this school provides are designed to develop the students' potential in the areas of academic ability and vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

Organization and Philosophy

- w Low Class Sizes
- w Traditional Self-contained K-5
- w Departmentalized Classrooms 6-8

School/Academic Goals

- w Based on AIMS reading scores of 2002, the total number of children who increase by one category (FFB, A, M, E) will increase by 30% over a three-year period.
- w Using Stanford 9 scores of 2002, as a baseline, the number of students at or above the 50th percentile will increase by 18% over a three-year period.
- w Schoolwide achievement will approach and exceed the Pinal County average for math, reading and language arts by the year 2002.
- w Schoolwide achievement will continue to improve on a yearly basis as reflected in the Stanford 9 Test scores.

Instructional Programs

- w At-risk Preschool
- w Gifted
- w On-site Special Education
- w Special Education Preschool
- w ELL
- w Two Fully Equipped Computer Labs
- w Title I School

Enrollment

October 1, 2001 School Year Student Enrollment:	757
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>.

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

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Reading
- w Math
- w Language Arts

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	45.00
Other Professional Staff	0.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Stanfield Elementary School has a zero-tolerance policy. Our school is a safe environment. We have selected parental involvement as the number one priority for our Goals 2000 Plan. We communicate with parents in many ways and encourage parental involvement. Many of our parents are on campus daily to help us in our classrooms and with other tasks on a volunteer basis.

Parents

We expect Stanfield's parents to get their children to the bus stop on time. We provide 100% free breakfast and lunch. We also expect parents to meet with us to discuss any problems their children have and to meet with us to celebrate their children's accomplishments.

∨ **Transportation Policy** ∨

Stanfield Elementary School provides bus transportation services for students in specified transportation areas. We are a rural district and our buses cover approximately 570 square miles daily. One of our bus routes is one of the longest (covering the most miles) in Arizona.

∨ 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 Stanford 9 showed major improvement from the 2000 school year. We increased eight NCE in Reading and Language, and seven NCE in Math. This was tremendous growth for our school.

w More students scored in the 90th percentile on the Stanford 9 test than at any other previous reporting.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	23.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

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

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

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

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

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

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

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

∨ School Honors ∨

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

Award/Honor	Year
Who's Who Among America's Teachers	2000

∨ Academic Achievement Indicators ∨

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

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	54	496	24%	31%	39%	6%
	School State	58840	524	9%	17%	45%	29%
Writing	School	50	501	26%	22%	50%	2%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	61	477	30%	41%	26%	3%
	State	59030	517	11%	27%	35%	27%

Legend

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

Grade 5

Reading	School	55	487	49%	24%	25%	2%
	State	61305	505	21%	20%	43%	15%
Writing	School	54	471	41%	31%	26%	2%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	57	463	26%	56%	11%	7%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	45	476	40%	38%	18%	4%
	State	57484	504	24%	20%	40%	16%
Writing	School	39	471	33%	44%	23%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	48	431	67%	29%	2%	2%
	State	57734	459	39%	40%	14%	7%

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

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

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

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

∨ Mathematics Education and AIMS ∨

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

∨ Academic Achievement Indicators ∨

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	66	33	60	--	--	--
2	Reading	--	--	--	62	29	50	100	36	52	58	38	53	66	45	57
	Language	--	--	--	60	25	40	100	29	43	58	26	44	67	36	48
	Mathematics	--	--	--	61	48	51	100	62	55	62	60	57	74	69	61
3	Reading	94	18	47	63	22	47	100	16	48	56	40	50	68	23	50
	Language	93	25	49	73	25	51	100	25	54	55	51	56	68	27	57
	Mathematics	99	26	46	73	23	49	100	23	52	54	54	54	68	30	56
4	Reading	91	23	53	57	26	54	100	30	54	48	41	55	73	36	55
	Language	94	24	47	57	27	49	100	33	48	49	39	50	77	38	50
	Mathematics	96	33	51	57	36	54	100	38	55	49	50	57	79	54	58
5	Reading	96	37	51	67	28	51	78	27	51	74	32	51	72	25	53
	Language	100	28	42	66	25	44	77	23	45	74	34	45	72	27	47
	Mathematics	100	42	51	70	41	54	79	34	55	75	41	57	75	38	59
6	Reading	97	27	53	69	38	54	66	35	53	53	37	54	70	35	56
	Language	100	23	41	67	31	44	66	35	44	53	34	45	67	25	47
	Mathematics	93	50	57	72	48	59	66	56	60	53	52	63	68	43	65
7	Reading	89	21	52	73	25	53	65	40	52	58	33	53	65	35	55
	Language	84	17	52	69	27	54	66	38	54	55	39	55	62	43	58
	Mathematics	87	45	53	67	48	55	67	50	56	57	52	58	65	48	60
8	Reading	100	44	54	67	41	54	74	40	53	53	55	55	60	44	56
	Language	100	27	46	67	31	49	71	37	49	54	43	50	57	35	52
	Mathematics	100	52	52	71	55	54	75	55	56	53	52	58	63	50	59

∨ **Measure of Academic Progress** ∨

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

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

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	39	34
Grades 3-4	68	74
Grades 4-5	67	52
Grades 5-6	85	76
Grades 6-7	75	74
Grades 7-8	81	95

*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

Stanfield School continually reports to the community via newsletter and school board meetings the necessity to maintain an orderly campus environment. The establishment of a Uniform Dress Code has greatly reduced the incidents of gang violence and physical confrontations on campus. The Uniform Dress Code is supported by 99% of the community.

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)

15

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

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Tim Hamilton	(520) 424-3353	1235
Transportation Policy	Joe Spears	(520) 424-3353	238
Community Resources	NDS		
School Nutrition Programs	Michelle Duran	(520) 424-3353	232
Parent Organization	NDS		
Student Health/Nurse	Claudia Jane Verville	(520) 424-3353	228

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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