

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile¹:

Alternative School

Pre-K - 2

New School

Power Middle School

Mesa Unified District
7038 E. Adobe, Mesa, AZ 85207-4600

Principal: Ms. Judith M. Russo

Schedule: 7:00 AM to 4:00 PM

Web Address: mpsaz.org

E-mail: jmrusso@mpsaz.org

Grades: 5-8

2002 Enrollment: 47

Phone: (480) 472-8990 x 8996

Fax: (480) 472-8999

∨ School Overview ∨

Mission

Power Middle School strives to provide a safe environment that meets the needs of a diverse student population, while promoting a more successful learning experience for each individual student.

Organization and Philosophy

- w Alternative Education
- w Middle School
- w Small Class Size
- w Computer Technology

Instructional Programs

- w Modified Self-contained
- w On-site Special Education
- w At-risk Activities and Prevention
- w Independent Instruction
- w Behavior Modification
- w Study Skills
- w Social Skills
- w Team Teaching

School/Academic Goals

- w Improve the classroom and campus behavior of individual students by providing a highly structured environment with incentives and consequences designed to help students make good decisions.
- w Improve the math problem-solving ability of our students by assessing their entry ability and providing daily computer activities to reinforce their classroom work. Improvement to be assessed by pre- and post-testing.
- w Improve the reading comprehension of our students by assessing their entry ability and providing daily computer activities to reinforce their classroom work. Improvement to be assessed by pre- and post-testing.

Enrollment

October 1, 2001 School Year Student Enrollment:	70
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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 8 Student(s)

Council Duties

- w Student Discipline
- w Promotion/Retention
- w School Safety
- w Parent/Educator Relations
- w Extracurricular Activities
- w Instructional Strategies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	11.00
Other Professional Staff	3.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

We will identify to parents the successful behavior achieved by their students on a daily basis. We will create a safe learning environment and communicate any concerns to parents using our target forms. We will keep parents informed of their students' academic progress and be available to assist parents in order to improve achievement. We will provide students with the necessary course work to support their transition back to their home school.

Parents

Power Middle School parents will encourage daily attendance and help their students comply with school dress standards. They will provide the school with accurate and updated information and review and sign the daily target sheets. They will communicate with school and teachers regarding their specific concerns.

∨ **Transportation Policy** ∨

Busing is provided for all students who live more than two miles from the school.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/16/02	12/19/02	3/7/03	5/29/03
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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 - No

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 Computer Lab	W Science Lab
W Multipurpose Room - (Under Construction)	

Extracurricular Activities

W Yearbook	W Intermural Competition
W Community Service	W Field Trips
W Afterschool Program	W Career Exploration

School/Community Resources

W Counseling Services	W Safe Schools Probation Services
W Anti-gang Funding	W Law-related Education
W Guest Speakers	W Tobacco Counseling
W Prevention Services	

∨ 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

- | | |
|--|---|
| <p>w Power Middle School achieved its' student achievement goal for the 2001-02 school year.</p> | <p>w Power Middle School won their intramural competitions for the 2001-02 school year.</p> |
| <p>w Power Middle School improved the attendance of its highly at-risk population.</p> | <p>w Power Middle School increased the transition rate to regular schools.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	79.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	40.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	49.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.7 %	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
NDS	

∨ 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 5	Reading	--	--	--	--	--	--
	School State	61305	505	21%	20%	43%	15%
Writing	School	--	--	--	--	--	--
	State	59599	512	17%	26%	42%	16%
Mathematics	School	--	--	--	--	--	--
	State	61760	494	14%	40%	12%	34%

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 8

Reading	School	24	463	54%	25%	21%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	20	456	45%	50%	5%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	21	411	71%	24%	5%	0%
	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												
5	Reading	--	**	51	--	--	51	--	**	51	--	--	51	--	--	53
	Language	--	**	42	--	--	44	--	**	45	--	--	45	--	--	47
	Mathematics	--	**	51	--	--	54	--	**	55	--	--	57	--	--	59
6	Reading	--	**	53	--	--	54	--	--	53	--	--	54	--	--	56
	Language	--	**	41	--	--	44	--	--	44	--	--	45	--	--	47
	Mathematics	--	**	57	--	--	59	--	--	60	--	--	63	--	--	65
7	Reading	--	14	52	100	22	53	100	7	52	100	16	53	100	47	55
	Language	--	13	52	100	11	54	88	8	54	100	16	55	100	43	58
	Mathematics	--	16	53	100	20	55	81	15	56	100	24	58	100	44	60
8	Reading	--	37	54	89	28	54	100	29	53	100	27	55	72	30	56
	Language	--	23	46	100	12	49	100	13	49	100	16	50	64	19	52
	Mathematics	--	39	52	86	27	54	100	23	56	100	24	58	68	32	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 4-5	***	***
Grades 5-6	**	**
Grades 6-7	**	**
Grades 7-8	*	*

*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

We promote a safe environment by establishing high expectations for student behavior. Students and parents are introduced to campus and district policies, and sign behavior contracts prior to enrolling. Students are held accountable for their behavior. Consequences range from loss of points to suspension. Behavior is reported to parents daily. The P.O. reports serious incidents to law enforcement. Law-related education, guest speakers and services are available.

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).

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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	\$6,812	\$402,706
Classroom Supplies	\$83	\$4,891
Administration	\$2,047	\$121,006
Support Services-Students	\$461	\$27,238
Other Support Services and Operations	\$564	\$33,349
Total Expenditures- All Categories 2000-2001	\$9,966	\$589,190

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	Judith Russo	(480) 472-8990	8996
Transportation Policy	Michael Yonker	(480) 472-0178	0178
Community Resources	Judi Willis	(480) 472-0222	7201
School Nutrition Programs	Loretta Zullo	(480) 472-0908	0910
Parent Organization	NDS		
Student Health/Nurse	Lisa Kauffman	(480) 472-8990	8992

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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