



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7038 E Adobe, Mesa, AZ 85207

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)

2003-04	Performing
2002-03	Alternative School
2001-02	N/A

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

School Overview

Principal/Administrator : Ms. Judith Russo
 Schedule : 7:30 AM to 3:30 PM
 Grades : 5-8
 2004 Enrollment : 97
 Web Address :
 Phone Number : (480) 472-8990
 Fax Number : (480) 472-8999
 E-mail : jmrusso@mpsaz.org

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve Stanford 9 goal by 1% over previous SAT 9 goal.
- ü Improve reading comprehension of our students by assessing their entry level ability and providing computer activities to reinforce their classroom work. Improvements to be assessed by pre/post testing.
- ü Improve writing ability of our students by assessing their entry level with a writing sample and providing daily activities to support and improve their writing ability. Improvements to be assessed by pre/post testing.
- ü Improve classroom and campus behavior of individual students by providing a highly structured environment with incentives and consequences designed to help students make good decisions.

Enrollment

October 1, 2003 School Year Student Enrollment : 41
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

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 student's 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

Parents will encourage daily attendance and help students comply with dress code. They will provide the school with accurate information and review and sign daily target sheets. They will communicate with school and teachers regarding any concerns.

Transportation Policy

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

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Student of the Year	2003
Ü Student of the Semester	2003

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	S	D	AZ
All Students	NC	5809	76019	NC	99	100	NC	514	499	NC	9	14	NC	34	39	NC	13	14	NC	44	33			
All Students (Prior Year)	NC	5726	76230	NC	98	100	NC	517	498	NC	6	12	NC	31	38	NC	13	12	NC	50	37			
Female	NC	2821	37207	NC	99	100	NC	514	499	NC	8	12	NC	35	41	NC	13	14	NC	44	33			
Male	NC	2979	38677	NC	99	100	NC	515	498	NC	11	15	NC	32	38	NC	13	13	NC	45	34			
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18			
Hispanic	NC	1790	29458	NC	99	100	NC	490	480	NC	15	20	NC	48	48	NC	11	12	NC	26	20			
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53			
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13			
White	NC	3386	35880	NC	98	100	NC	529	515	NC	5	7	NC	26	32	NC	14	16	NC	55	45			
Students with Disabilities	--	619	9786	--	100	100	--	460	457	--	40	39	--	39	40	--	7	7	--	14	13			
Students without Disabilities	NC	5190	66233	NC	98	99	NC	519	503	NC	6	11	NC	33	39	NC	14	14	NC	47	35			
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9			
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15			
Economically Disadvantaged	NC	2753	35714				NC	493	480	NC	15	20	NC	44	47	NC	12	12	NC	29	20			
Non-Economically Disadvantaged	NC	3056	40266				NC	531	513	NC	5	9	NC	25	33	NC	14	15	NC	56	43			

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded					
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5803	76020	NC	99	100	NC	507	503	NC	20	25	NC	22	23	NC	43	40	NC	16	12			
All Students (Prior Year)	NC	5721	76202	NC	98	100	NC	510	505	NC	11	19	NC	21	24	NC	53	46	NC	14	11			
Female	NC	2820	37213	NC	99	100	NC	508	504	NC	17	22	NC	21	23	NC	46	42	NC	16	13			
Male	NC	2973	38666	NC	99	100	NC	505	501	NC	22	29	NC	22	22	NC	41	38	NC	16	12			
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6			
Hispanic	NC	1784	29442	NC	99	99	NC	496	494	NC	33	37	NC	26	26	NC	34	31	NC	7	6			
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20			
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3			
White	NC	3386	35890	NC	98	100	NC	513	511	NC	12	15	NC	19	20	NC	48	48	NC	21	18			
Students with Disabilities	--	617	9784	--	100	100	--	487	485	--	57	58	--	18	19	--	19	19	--	6	4			
Students without Disabilities	NC	5186	66236	NC	98	99	NC	509	504	NC	16	23	NC	22	23	NC	45	42	NC	17	13			
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1			
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3			
Economically Disadvantaged	NC	2745	35703				NC	497	494	NC	31	37	NC	26	26	NC	36	31	NC	8	6			
Non-Economically Disadvantaged	NC	3058	40274				NC	514	509	NC	11	17	NC	18	20	NC	49	47	NC	21	17			

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded					
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5771	75673	NC	98	100	NC	530	530	NC	15	12	NC	25	25	NC	56	58	NC	5	4			
All Students (Prior Year)	NC	5622	74692	NC	96	99	NC	510	502	NC	12	18	NC	26	27	NC	53	47	NC	9	8			
Female	NC	2805	37099	NC	98	100	NC	549	548	NC	10	8	NC	22	22	NC	62	64	NC	6	6			
Male	NC	2956	38441	NC	98	99	NC	511	513	NC	19	16	NC	27	29	NC	50	52	NC	3	3			
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3			
Hispanic	--	1776	29305	--	99	99	--	495	507	--	21	16	--	33	31	--	44	51	--	2	2			
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10			
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1			
White	NC	3366	35760	NC	98	99	NC	549	550	NC	11	9	NC	20	21	NC	62	64	NC	7	6			
Students with Disabilities	--	605	9706	--	100	100	--	444	462	--	48	36	--	24	32	--	25	31	--	2	1			
Students without Disabilities	NC	5166	65967	NC	98	99	NC	537	536	NC	12	10	NC	25	25	NC	59	60	NC	5	5			
Limited English Proficient Students	--	961	15115	--	100	100	--	475	471	--	28	26	--	38	38	--	34	35	--	0	1			
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1			
Economically Disadvantaged	NC	2731	35541				NC	500	504	NC	20	17	NC	31	31	NC	47	50	NC	2	2			
Non-Economically Disadvantaged	NC	3040	40091				NC	553	550	NC	10	9	NC	19	21	NC	63	64	NC	7	6			

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

8th 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	37	5673	75001	100	99	99	428	489	468	69	24	37	25	33	36	3	24	16	3	20	10
All Students (Prior Year)	44	5563	71167	100	98	99	422	480	463	81	24	38	16	41	41	3	23	14	0	13	7
Female	12	2761	36846	100	100	99	429	489	468	58	22	36	33	36	38	8	25	16	0	18	10
Male	25	2908	37974	96	99	99	427	489	467	75	26	39	21	30	34	0	23	16	4	22	11
African American	NC	221	3720	NC	100	98	NC	468	446	NC	39	53	NC	31	33	NC	18	9	NC	12	4
Hispanic	13	1551	26675	93	99	98	435	462	448	58	40	52	42	37	34	0	17	10	0	7	4
Asian/Pacific Islander	--	136	1575	--	100	99	--	507	504	--	17	18	--	27	33	--	22	20	--	34	29
American Indian/Alaskan Native	NC	213	4731	NC	98	98	NC	450	438	NC	51	61	NC	32	30	NC	13	7	NC	4	2
White	21	3539	37785	100	99	99	429	502	482	71	16	25	19	32	39	5	27	21	5	25	15
Students with Disabilities	NC	476	8802	NC	100	100	NC	421	418	NC	75	79	NC	21	16	NC	3	3	NC	1	1
Students without Disabilities	32	5197	66199	100	99	99	433	494	472	65	20	34	29	34	38	3	25	17	3	21	11
Limited English Proficient Students	NC	799	11710	NC	100	100	NC	454	429	NC	46	70	NC	37	25	NC	13	4	NC	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	26	2327	29814				433	464	448	65	39	53	27	35	33	4	16	10	4	10	4
Non-Economically Disadvantaged	11	3346	45170				413	505	479	80	14	28	20	31	38	0	28	20	0	26	14

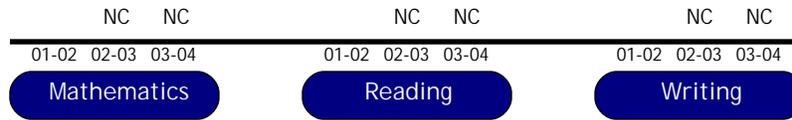
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	5674	74918	100	99	99	451	502	497	69	28	32	8	18	19	19	36	35	3	18	15
All Students (Prior Year)	44	5561	71100	100	98	99	460	507	502	65	20	25	18	20	21	18	44	40	0	17	15
Female	12	2760	36805	100	99	99	455	507	501	58	25	28	8	19	19	33	37	37	0	19	16
Male	25	2910	37936	96	99	99	448	498	493	75	32	35	8	16	18	13	35	33	4	17	14
African American	NC	222	3719	NC	100	98	NC	489	481	NC	38	43	NC	18	21	NC	31	29	NC	13	7
Hispanic	13	1550	26645	93	99	98	461	477	478	58	47	46	8	19	20	33	27	27	0	6	6
Asian/Pacific Islander	--	136	1571	--	100	99	--	512	521	--	21	18	--	16	15	--	40	38	--	23	30
American Indian/Alaskan Native	NC	214	4729	NC	99	98	NC	469	468	NC	54	57	NC	19	19	NC	22	19	NC	5	4
White	21	3539	37773	100	99	99	446	514	511	76	19	20	10	17	18	10	40	41	5	24	21
Students with Disabilities	NC	477	8801	NC	100	100	NC	440	448	NC	81	75	NC	11	13	NC	6	10	NC	2	2
Students without Disabilities	32	5197	66117	100	99	99	457	507	501	65	24	28	10	18	19	23	38	37	3	20	16
Limited English Proficient Students	NC	802	11706	NC	100	100	NC	467	454	NC	57	71	NC	18	16	NC	21	12	NC	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	26	2331	29785				449	479	477	69	46	47	8	19	20	19	28	26	4	8	6
Non-Economically Disadvantaged	11	3343	45115				454	516	508	70	18	23	10	17	18	20	41	39	0	25	20

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	37	5635	74503	100	99	99	392	479	491	58	13	9	28	37	32	11	42	51	3	8	8
All Students (Prior Year)	38	5441	69001	86	96	96	447	494	490	54	13	17	39	36	37	7	50	45	0	0	1
Female	12	2744	36686	100	99	99	433	497	506	50	8	5	25	35	29	17	47	57	8	11	9
Male	25	2886	37644	96	98	98	372	461	476	63	18	13	29	40	36	8	37	45	0	6	6
African American	NC	219	3677	NC	100	97	NC	463	475	NC	21	12	NC	36	36	NC	36	46	NC	7	5
Hispanic	13	1545	26500	93	99	97	424	444	467	42	21	13	33	45	39	17	31	44	8	3	4
Asian/Pacific Islander	--	134	1566	--	100	99	--	497	537	--	11	5	--	32	23	--	44	55	--	13	18
American Indian/Alaskan Native	NC	208	4695	NC	96	97	NC	444	464	NC	23	14	NC	43	39	NC	29	44	NC	4	3
White	21	3517	37606	100	98	99	379	495	508	67	9	6	24	35	28	10	47	56	0	10	10
Students with Disabilities	NC	472	8662	NC	100	100	NC	394	409	NC	48	37	NC	36	42	NC	15	20	NC	1	1
Students without Disabilities	32	5163	65841	100	99	98	399	486	499	55	10	7	29	38	32	13	44	53	3	9	8
Limited English Proficient Students	NC	795	11608	NC	100	100	NC	422	430	NC	30	23	NC	45	47	NC	23	28	NC	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	26	2304	29587				401	445	465	62	22	14	19	42	40	15	32	43	4	4	4
Non-Economically Disadvantaged	11	3331	44898				371	500	507	50	7	7	50	34	28	0	48	55	0	11	10

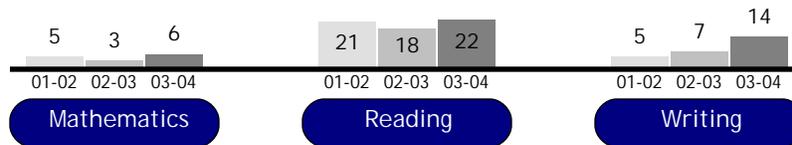
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th 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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	--	--	51	46	NC	NC	59	50	NC	NC	NA	55
	Language	--	--	45	43	NC	NC	53	46	NC	NC	55	49
	Mathematics	--	--	63	54	NC	NC	68	57	NC	NC	71	63
6	Reading	--	--	56	49	83	26	62	53	93	21	NA	56
	Language	--	--	47	42	NC	NC	53	45	93	9	55	48
	Mathematics	--	--	71	58	92	28	75	62	86	18	76	66
7	Reading	100	29	53	48	100	30	59	51	96	22	NA	54
	Language	100	26	56	51	94	29	62	54	96	19	64	58
	Mathematics	100	23	67	54	94	26	74	58	92	24	75	62
8	Reading	100	21	54	49	94	26	58	53	90	24	NA	55
	Language	100	11	51	46	85	25	56	49	82	18	58	52
	Mathematics	100	22	66	54	94	36	69	58	90	32	73	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	Ü Student Discipline
3 Non-certified Employee(s)	Ü Promotion/Retention
4 Teacher(s)	Ü School Safety
0 Parent(s)	Ü Parent/Educator Relations
0 Community Member(s)	Ü Extracurricular Activities
8 Student(s)	Ü Instructional Strategies

Staffing Information for School Year 2004-05

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

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	10
Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü Intramural Competition
- Ü Community Service
- Ü Field Trips
- Ü Field Day
- Ü Recognition Activities
- Ü Career Exploration

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Power Middle School achieved its student achievement goal for the 2003-04 school year.

ü Power Middle School achieved its satisfaction survey goal for 2003-04.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	80	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 4-5	NC	NC
Grades 5-6	NC	NC
Grades 6-7	50	25
Grades 7-8	67	44

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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

School Safety

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

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) :

32

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

Contacts

	Name	Phone Number
School Site Council	Judith Russo	(480) 472-8990
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Joe O'Reilly	(480) 472-0222
School Nutrition Programs	Loretta Zullo	(480) 472-0908
Parent Organization		
Student Health/Nurse	Renee Houser	(480) 472-8990

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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