



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

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

School Overview

Principal/Administrator : Ms. Judith M Russo  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 5-8  
 2005 Enrollment : 37  
 Web Address : www.mpsaz.org  
 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)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Improve AIMS goal by 1% over previous year.
- 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 suport and improve their writing ability. Improvements to be assessed by pre/post testing.
- ü Improve classroom and campus behavior of individaul students by providing a highly structured environment with incentives and consequences designed to help students make good decisions.

Enrollment

October 1, 2004 School Year Student Enrollment : 53  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 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 :	8/15/2005
Last Day of School :	5/25/2006

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 Isleili Tauveli	2004
Ü Student of the Semester Daniel Olivas	2004
Ü Student of the Semester Ty Ashcraft	2004

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	--	5594	78906	--	99	99	--	509	498	--	8	13	--	15	19	--	50	48	--	26	20
All Students (Prior Year)	NC	5809	76019	NC	99	100	NC	514	499	NC	9	14	NC	34	39	NC	13	14	NC	44	33
Female	--	2679	38644	--	99	99	--	507	500	--	8	12	--	16	19	--	51	49	--	25	19
Male	--	2915	40236	--	99	99	--	510	497	--	8	15	--	15	19	--	50	46	--	28	20
African American	--	219	4087	--	100	99	--	482	481	--	15	20	--	17	24	--	55	45	--	13	11
Hispanic	--	1921	31938	--	100	99	--	486	481	--	13	19	--	23	25	--	51	46	--	13	10
Asian/Pacific Islander	--	136	1805	--	100	98	--	526	536	--	7	5	--	8	8	--	50	45	--	35	42
American Indian/Alaskan Native	--	237	4593	--	100	100	--	479	467	--	19	26	--	24	29	--	48	39	--	9	6
White	--	3081	36483	--	98	99	--	525	517	--	4	7	--	10	13	--	50	51	--	36	30
Students with Disabilities	--	650	10664	--	100	100	--	417	430	--	33	42	--	26	27	--	33	26	--	7	5
Students without Disabilities	--	4944	68310	--	98	98	--	521	509	--	5	9	--	14	18	--	53	51	--	29	22
Limited English Proficient Students	--	560	12573	--	100	100	--	427	454	--	23	27	--	31	30	--	41	38	--	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	2737	38679	--	95	96	--	495	483	--	13	20	--	21	25	--	50	45	--	15	10
Non-Economically Disadvantaged	--	2857	40295	--	100	100	--	520	513	--	4	7	--	9	13	--	51	50	--	36	30

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	--	5599	78908	--	0	99	--	491	484	--	6	10	--	19	23	--	63	58	--	12	9
All Students (Prior Year)	NC	5803	76020	NC	99	100	NC	507	503	NC	20	25	NC	22	23	NC	43	40	NC	16	12
Female	--	2681	38648	--	0	99	--	494	489	--	5	8	--	18	22	--	64	61	--	12	10
Male	--	2918	40233	--	0	99	--	489	479	--	7	12	--	20	25	--	61	55	--	12	8
African American	--	218	4092	--	0	99	--	472	473	--	9	12	--	24	28	--	61	54	--	6	5
Hispanic	--	1925	31940	--	0	99	--	470	465	--	12	16	--	30	32	--	53	49	--	5	3
Asian/Pacific Islander	--	136	1805	--	0	98	--	498	507	--	1	4	--	21	13	--	67	65	--	12	18
American Indian/Alaskan Native	--	238	4569	--	0	100	--	469	457	--	11	18	--	31	39	--	56	41	--	3	2
White	--	3082	36502	--	0	99	--	507	502	--	3	4	--	12	14	--	69	67	--	17	15
Students with Disabilities	--	651	10665	--	0	100	--	409	423	--	21	30	--	38	36	--	38	31	--	4	2
Students without Disabilities	--	4948	68312	--	0	98	--	502	493	--	4	7	--	17	21	--	66	62	--	13	10
Limited English Proficient Students	--	559	12556	--	0	100	--	408	436	--	22	24	--	43	40	--	32	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	2742	38662	--	0	96	--	479	468	--	10	16	--	28	32	--	56	49	--	5	3
Non-Economically Disadvantaged	--	2857	40315	--	0	100	--	502	498	--	2	5	--	11	15	--	68	66	--	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	--	5524	78750	--	98	99	--	500	500	--	5	6	--	28	29	--	63	63	--	3	2
All Students (Prior Year)	NC	5771	75673	NC	98	100	NC	530	530	NC	15	12	NC	25	25	NC	56	58	NC	5	4
Female	--	2649	38586	--	98	99	--	514	515	--	4	4	--	21	22	--	70	71	--	4	3
Male	--	2874	40135	--	98	99	--	488	486	--	7	8	--	35	35	--	56	56	--	2	1
African American	--	215	4081	--	99	99	--	486	488	--	4	8	--	36	32	--	57	59	--	3	2
Hispanic	--	1884	31841	--	98	99	--	479	483	--	8	8	--	37	36	--	54	55	--	2	1
Asian/Pacific Islander	--	136	1802	--	100	98	--	521	533	--	2	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	--	231	4586	--	97	100	--	481	481	--	10	8	--	34	37	--	53	54	--	2	1
White	--	3058	36440	--	98	99	--	514	516	--	4	3	--	23	22	--	69	71	--	4	4
Students with Disabilities	--	642	10622	--	100	100	--	390	415	--	22	21	--	48	50	--	26	28	--	4	1
Students without Disabilities	--	4882	68196	--	97	98	--	515	513	--	3	3	--	26	25	--	68	69	--	3	3
Limited English Proficient Students	--	541	12504	--	100	100	--	407	451	--	17	12	--	48	44	--	33	43	--	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	2686	38558	--	93	96	--	486	485	--	9	8	--	37	37	--	53	54	--	1	1
Non-Economically Disadvantaged	--	2838	40260	--	100	100	--	513	514	--	3	3	--	21	21	--	71	72	--	5	4

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	41	5700	78250	89	98	99	506	565	548	46	14	21	31	13	18	23	52	48	0	21	13
All Students (Prior Year)	37	5673	75001	100	99	99	428	489	468	69	24	37	25	33	36	3	24	16	3	20	10
Female	NC	2750	38071	NC	98	99	NC	568	549	NC	12	20	NC	14	19	NC	53	49	NC	20	12
Male	32	2950	40126	89	98	99	505	563	547	45	15	23	36	13	17	18	51	46	0	21	14
African American	NC	230	4058	NC	97	99	NC	527	523	NC	20	32	NC	20	22	NC	53	41	NC	7	5
Hispanic	12	1677	29129	100	99	99	483	538	527	50	26	32	50	18	23	0	47	40	0	9	6
Asian/Pacific Islander	NC	136	1747	NC	96	100	NC	587	589	NC	7	9	NC	8	9	NC	51	50	NC	34	32
American Indian/Alaskan Native	NC	233	4996	NC	98	100	NC	524	518	NC	26	36	NC	23	25	NC	43	36	NC	8	4
White	21	3424	38320	84	98	99	512	582	568	50	7	12	25	10	14	25	56	55	0	27	19
Students with Disabilities	NC	498	9329	NC	100	100	NC	423	454	NC	55	64	NC	19	18	NC	24	16	NC	3	2
Students without Disabilities	37	5203	68996	93	98	99	514	579	561	36	10	16	36	13	18	27	55	52	0	23	14
Limited English Proficient Students	NC	423	10133	NC	100	100	NC	443	488	NC	45	45	NC	22	25	NC	33	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	14	2386	33388	56	93	94	539	549	530	0	23	32	50	18	22	50	49	40	0	10	5
Non-Economically Disadvantaged	27	3315	44937	100	100	100	500	577	561	55	7	13	27	10	15	18	55	54	0	28	18

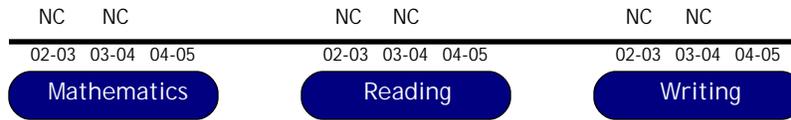
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	5699	78302	89	0	99	467	523	512	15	7	11	77	19	25	8	65	57	0	9	7
All Students (Prior Year)	37	5674	74918	100	99	99	451	502	497	69	28	32	8	18	19	19	36	35	3	18	15
Female	NC	2752	38082	NC	0	99	NC	531	518	NC	5	8	NC	18	24	NC	67	61	NC	10	7
Male	32	2947	40166	89	0	99	463	516	507	18	9	14	82	20	26	0	62	54	0	8	6
African American	NC	230	4064	NC	0	100	NC	496	498	NC	4	14	NC	36	29	NC	59	54	NC	2	3
Hispanic	12	1678	29152	100	0	99	447	497	492	50	15	17	50	30	34	0	52	46	0	3	2
Asian/Pacific Islander	NC	136	1746	NC	0	100	NC	537	542	NC	4	5	NC	14	13	NC	67	66	NC	14	16
American Indian/Alaskan Native	NC	233	4993	NC	0	100	NC	486	484	NC	15	19	NC	31	38	NC	52	42	NC	2	1
White	21	3422	38347	84	0	99	475	539	531	0	3	5	88	13	17	13	71	68	0	12	10
Students with Disabilities	NC	498	9353	NC	0	100	NC	400	429	NC	33	40	NC	39	38	NC	27	22	NC	1	1
Students without Disabilities	37	5202	69024	93	0	99	472	535	524	9	5	7	82	17	23	9	68	62	0	10	7
Limited English Proficient Students	NC	423	10140	NC	0	100	NC	405	451	NC	33	28	NC	42	43	NC	24	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	14	2384	33398	56	0	94	486	507	495	0	13	18	100	30	35	0	54	46	0	4	2
Non-Economically Disadvantaged	27	3316	44979	100	0	100	464	534	525	18	3	6	73	12	18	9	72	66	0	13	10

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	5652	78094	80	97	99	496	546	545	10	3	3	40	17	18	50	78	77	0	2	2
All Students (Prior Year)	37	5635	74503	100	99	99	392	479	491	58	13	9	28	37	32	11	42	51	3	8	8
Female	NC	2739	38025	NC	97	99	NC	562	558	NC	2	2	NC	12	13	NC	83	82	NC	3	2
Male	29	2913	40013	81	97	99	489	531	534	11	5	5	44	21	23	44	72	71	0	1	1
African American	NC	227	4037	NC	96	99	NC	525	532	NC	2	4	NC	23	22	NC	74	73	NC	0	1
Hispanic	11	1662	29068	92	98	99	385	515	523	100	7	5	0	29	27	0	63	67	0	0	1
Asian/Pacific Islander	--	135	1743	--	95	100	--	563	577	--	4	2	--	8	9	--	80	82	--	8	8
American Indian/Alaskan Native	NC	226	4981	NC	95	100	NC	510	526	NC	7	4	NC	23	25	NC	69	70	NC	1	0
White	19	3402	38265	76	97	99	516	564	564	0	1	2	43	11	11	57	85	84	0	3	3
Students with Disabilities	NC	484	9275	NC	100	100	NC	397	444	NC	17	14	NC	48	46	NC	34	39	NC	1	1
Students without Disabilities	35	5169	68892	88	97	98	508	560	559	0	2	2	44	14	14	56	82	82	0	2	2
Limited English Proficient Students	NC	412	10084	NC	100	100	NC	405	474	NC	19	10	NC	47	39	NC	33	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	13	2356	33296	52	92	94	545	529	527	0	6	5	0	26	27	100	67	67	0	1	0
Non-Economically Disadvantaged	24	3297	44871	100	100	100	490	558	559	11	2	2	44	11	12	44	84	84	0	3	3

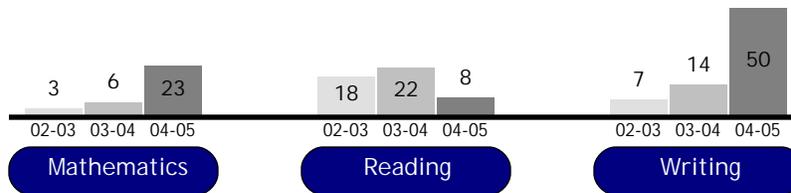
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	NC	NC	59	50	NC	NC	NA	55	NC	NC	55	50
	Language	NC	NC	53	46	NC	NC	55	49	NC	NC	55	50
	Mathematics	NC	NC	68	57	NC	NC	71	63	NC	NC	54	49
6	Reading	83	26	62	53	93	21	NA	56	100	39	58	51
	Language	NC	NC	53	45	93	9	55	48	100	34	54	47
	Mathematics	92	28	75	62	86	18	76	66	100	46	62	52
7	Reading	100	30	59	51	96	22	NA	54	95	24	55	50
	Language	94	29	62	54	96	19	64	58	95	23	58	52
	Mathematics	94	26	74	58	92	24	75	62	95	24	58	50
8	Reading	94	26	58	53	90	24	NA	55	89	36	57	51
	Language	85	25	56	49	82	18	58	52	89	30	55	50
	Mathematics	94	36	69	58	90	32	73	61	89	38	62	53

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/](http://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."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

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 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certificaton.	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 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 2004-05

School Achievements/Accomplishments 2004-05

ü Power Middle School achieved its student achievement goal for the 2004-05 school year.

ü Power Middle School achieved its satisfaction survey goal for 2004-05.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	80	95	94	95
Transfers Out Rates <sup>5</sup>	61	12	12	17
Transfers In Rate <sup>6</sup>	266	28	28	37
Stability Rate <sup>7</sup>	38	87	87	82
Promotion Rate <sup>8</sup>	85	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	13	0	1	6
Status Unknown <sup>11</sup>	11	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

31
----

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	Judith Russo	(480) 472-8990
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Joe O'Reilly	(480) 472-0241
School Nutrition Programs	Loretta Zullo	(480) 472-0908
Parent Organization	na	(480) -
Student Health/Nurse	Terry Holiday	(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](http://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](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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 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.