



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(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
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)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 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 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, 2005 School Year Student Enrollment : 50
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 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 :	8/14/2005
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	NC	5603	79306	NC	98	99	NC	518	504	NC	9	13	NC	15	20	NC	50	49	NC	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2724	38845	--	98	99	--	518	505	--	8	11	--	16	20	--	51	50	--	26	18
Male	NC	2879	40383	NC	97	98	NC	517	504	NC	10	14	NC	14	19	NC	50	47	NC	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	NC	2000	32673	NC	98	99	NC	496	487	NC	14	18	NC	22	25	NC	52	46	NC	12	10
Asian/Pacific Islander	--	157	2147	--	99	99	--	535	539	--	6	5	--	6	10	--	52	46	--	36	40
American Indian/Alaskan Native	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	NC	2974	36234	NC	98	99	NC	535	523	NC	4	6	NC	9	13	NC	49	52	NC	37	28
Students with Disabilities	--	622	10286	--	87	91	--	469	462	--	32	41	--	27	27	--	34	27	--	7	5
Students without Disabilities	NC	4981	69020	NC	99	100	NC	523	510	NC	6	9	NC	14	18	NC	52	52	NC	28	21
Limited English Proficient Students	--	601	10291	--	95	96	--	462	458	--	34	38	--	33	34	--	31	26	--	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	NC	2874	37437	NC	97	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	14	9
Non-Economically Disadvantaged	--	2729	41869	--	98	100	--	538	521	--	4	7	--	9	14	--	49	51	--	39	27

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	NC	5547	79000	NC	97	98	NC	496	489	NC	7	10	NC	20	24	NC	62	58	NC	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2710	38774	--	98	99	--	501	494	--	5	7	--	19	22	--	63	61	--	12	10
Male	NC	2837	40150	NC	96	98	NC	492	485	NC	9	12	NC	21	25	NC	61	55	NC	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	NC	1963	32508	NC	96	98	NC	476	472	NC	12	15	NC	31	33	NC	53	49	NC	4	3
Asian/Pacific Islander	--	156	2142	--	99	99	--	510	510	--	2	4	--	17	14	--	66	67	--	15	16
American Indian/Alaskan Native	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	NC	2962	36135	NC	97	98	NC	513	508	NC	3	4	NC	12	14	NC	69	67	NC	16	15
Students with Disabilities	--	569	9991	--	79	88	--	456	449	--	22	33	--	36	36	--	39	29	--	3	2
Students without Disabilities	NC	4978	69009	NC	99	100	NC	500	495	NC	5	6	NC	19	22	NC	65	62	NC	12	10
Limited English Proficient Students	--	573	10199	--	91	95	--	441	439	--	33	35	--	46	47	--	20	18	--	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	NC	2829	37234	NC	96	97	NC	478	472	NC	11	15	NC	29	33	NC	55	50	NC	4	3
Non-Economically Disadvantaged	--	2718	41766	--	98	99	--	515	505	--	2	5	--	11	16	--	69	65	--	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	NC	5609	79611	NC	98	99	NC	490	496	NC	7	7	NC	43	37	NC	50	56	NC	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2732	39016	--	98	99	--	505	511	--	4	4	--	34	29	--	61	66	--	1	1
Male	NC	2877	40519	NC	97	98	NC	476	482	NC	9	10	NC	51	44	NC	40	46	NC	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	NC	2001	32855	NC	98	99	NC	470	481	NC	11	10	NC	51	43	NC	37	47	NC	0	0
Asian/Pacific Islander	--	157	2149	--	99	100	--	508	519	--	3	4	--	31	24	--	66	70	--	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	NC	2984	36380	NC	98	99	NC	504	511	NC	4	4	NC	36	30	NC	59	65	NC	1	1
Students with Disabilities	--	639	10664	--	89	94	--	437	440	--	21	23	--	56	54	--	20	22	--	4	1
Students without Disabilities	NC	4970	68947	NC	99	100	NC	496	504	NC	5	4	NC	41	34	NC	54	61	NC	0	1
Limited English Proficient Students	--	599	10362	--	95	97	--	415	438	--	30	22	--	56	57	--	14	21	--	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	NC	2874	37626	NC	97	98	NC	472	479	NC	10	10	NC	51	45	NC	38	45	NC	1	0
Non-Economically Disadvantaged	--	2735	41985	--	99	100	--	508	511	--	3	4	--	34	30	--	63	65	--	1	1

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

6th 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	16	5505	79327	84	98	98	470	531	518	50	12	19	25	16	20	19	50	46	6	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2626	38961	NC	98	98	NC	532	520	NC	11	16	NC	17	20	NC	51	48	NC	21	16
Male	14	2875	40295	82	98	97	476	531	516	43	13	21	29	16	19	21	48	44	7	23	16
African American	--	215	4247	--	97	98	--	504	499	--	24	27	--	25	24	--	41	41	--	10	8
Hispanic	NC	1926	32327	NC	98	98	NC	510	499	NC	18	27	NC	23	25	NC	49	41	NC	10	8
Asian/Pacific Islander	--	138	1939	--	98	99	--	542	556	--	9	6	--	15	10	--	51	47	--	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	NC	2984	36373	NC	99	98	NC	549	538	NC	7	10	NC	11	14	NC	51	52	NC	31	25
Students with Disabilities	--	587	9321	--	89	87	--	473	467	--	44	54	--	23	22	--	27	21	--	5	3
Students without Disabilities	16	4918	70006	89	99	100	470	537	524	50	8	14	25	15	19	19	53	49	6	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	12	2687	37097	80	97	97	470	511	498	50	18	27	25	21	25	17	49	41	8	11	7
Non-Economically Disadvantaged	NC	2818	42230	NC	99	99	NC	550	535	NC	6	11	NC	11	15	NC	50	50	NC	32	24

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	17	5447	79501	89	97	98	465	506	497	35	6	10	29	20	25	35	68	60	NA	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2606	39062	NC	98	99	NC	510	502	NC	5	8	NC	19	23	NC	70	64	NC	6	5
Male	15	2837	40368	88	97	98	469	503	491	33	8	13	27	22	27	40	66	57	NA	5	3
African American	--	214	4279	--	97	99	--	492	485	--	11	14	--	30	30	--	56	54	--	3	2
Hispanic	NC	1887	32389	NC	96	98	NC	488	478	NC	10	16	NC	31	34	NC	58	48	NC	2	1
Asian/Pacific Islander	--	137	1936	--	97	99	--	506	519	--	4	3	--	24	14	--	69	73	--	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	NC	2973	36446	NC	98	99	NC	521	516	NC	4	4	NC	12	15	NC	76	73	NC	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	16	4915	70090	89	99	100	468	510	502	31	4	7	31	19	24	38	72	65	NA	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	13	2646	37183	87	96	97	468	489	479	31	10	16	31	29	34	38	59	49	NA	2	1
Non-Economically Disadvantaged	NC	2801	42318	NC	98	99	NC	522	513	NC	3	5	NC	12	17	NC	76	70	NC	9	7

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	14	5492	80000	74	98	99	531	565	564	NA	3	3	29	10	11	71	77	75	NA	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2626	39288	NC	98	99	NC	580	579	NC	2	2	NC	5	6	NC	78	77	NC	15	16
Male	12	2862	40644	71	97	98	530	552	549	NA	4	4	33	14	15	67	76	74	NA	6	7
African American	--	218	4307	--	99	99	--	550	551	--	6	4	--	11	13	--	75	75	--	8	7
Hispanic	NC	1917	32672	NC	97	99	NC	548	548	NC	4	4	NC	13	14	NC	77	76	NC	6	6
Asian/Pacific Islander	--	138	1945	--	98	99	--	577	592	--	1	1	--	10	4	--	77	69	--	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	NC	2977	36602	NC	98	99	NC	578	579	NC	2	2	NC	8	7	NC	77	75	NC	14	16
Students with Disabilities	--	585	9919	--	88	93	--	497	505	--	11	9	--	34	35	--	51	54	--	5	2
Students without Disabilities	14	4907	70081	78	99	100	531	572	571	NA	2	2	29	7	7	71	80	79	NA	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	10	2675	37534	67	97	98	NA	547	547	NA	4	4	NA	14	15	NA	77	76	NA	5	5
Non-Economically Disadvantaged	NC	2817	42466	NC	99	100	NC	582	578	NC	1	2	NC	7	7	NC	77	75	NC	15	16

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

7th 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	19	5532	78546	76	96	97	496	556	543	42	10	15	26	14	18	32	54	52	NA	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2692	38645	NC	97	98	NC	557	545	NC	9	13	NC	14	18	NC	56	54	NC	20	15
Male	14	2839	39792	70	95	97	497	556	542	36	11	17	36	15	17	29	53	50	NA	21	15
African American	NC	226	4205	NC	95	97	NC	536	524	NC	16	22	NC	16	22	NC	57	49	NC	11	7
Hispanic	NC	1826	31177	NC	95	97	NC	530	524	NC	19	22	NC	22	23	NC	51	48	NC	8	7
Asian/Pacific Islander	--	132	1940	--	98	99	--	575	580	--	5	5	--	9	9	--	58	53	--	27	33
American Indian/Alaskan Native	NC	257	4689	NC	94	95	NC	525	515	NC	23	28	NC	22	25	NC	48	43	NC	7	4
White	10	3090	36450	67	96	97	NA	575	563	NA	4	7	NA	10	12	NA	57	57	NA	30	23
Students with Disabilities	NC	392	8093	NC	71	82	NC	497	489	NC	39	50	NC	28	24	NC	30	23	NC	3	2
Students without Disabilities	16	5140	70453	89	98	100	500	560	549	38	8	11	25	13	17	38	56	56	NA	22	16
Limited English Proficient Students	NC	505	9323	NC	94	94	NC	492	491	NC	45	47	NC	28	28	NC	27	24	NC	0	1
Migrant Students	--	32	674	--	91	95	--	513	515	--	31	28	--	22	27	--	44	40	--	3	5
Economically Disadvantaged	14	2500	34694	70	94	96	490	533	524	43	18	23	36	21	23	21	51	48	NA	10	7
Non-Economically Disadvantaged	NC	3032	43852	NC	97	99	NC	575	559	NC	4	10	NC	9	13	NC	57	56	NC	30	22

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	21	5530	79045	84	96	98	466	521	512	33	7	10	38	21	25	29	63	58	NA	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2703	38860	NC	97	98	NC	527	519	NC	5	7	NC	19	22	NC	65	62	NC	11	8
Male	16	2826	40075	80	94	97	463	515	505	38	9	12	38	22	28	25	61	54	NA	8	6
African American	NC	228	4250	NC	95	98	NC	507	500	NC	9	12	NC	24	31	NC	64	54	NC	3	3
Hispanic	NC	1811	31314	NC	95	98	NC	497	493	NC	14	16	NC	30	34	NC	52	48	NC	3	2
Asian/Pacific Islander	--	133	1949	--	99	99	--	530	536	--	4	4	--	17	15	--	68	66	--	11	15
American Indian/Alaskan Native	NC	256	4719	NC	94	96	NC	494	489	NC	9	15	NC	41	39	NC	46	45	NC	4	2
White	12	3101	36730	80	97	98	458	538	532	42	2	4	33	13	16	25	71	68	NA	14	12
Students with Disabilities	NC	386	8552	NC	70	87	NC	469	463	NC	26	35	NC	44	40	NC	29	23	NC	2	1
Students without Disabilities	17	5144	70493	94	99	100	472	524	517	29	6	7	35	19	24	35	66	62	NA	10	8
Limited English Proficient Students	NC	493	9355	NC	92	95	NC	456	456	NC	37	37	NC	47	48	NC	17	15	NC	NA	0
Migrant Students	--	31	682	--	89	96	--	480	480	--	23	23	--	35	37	--	42	39	--	NA	1
Economically Disadvantaged	16	2483	34922	80	94	96	454	500	493	44	12	15	44	30	34	13	53	48	NA	4	3
Non-Economically Disadvantaged	NC	3047	44123	NC	98	99	NC	538	527	NC	3	6	NC	13	18	NC	71	66	NC	14	11

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	15	5561	79657	60	96	99	534	564	566	NA	3	3	33	8	8	67	88	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2711	39120	NC	97	99	NC	578	580	NC	2	2	NC	4	4	NC	93	92	NC	1	2
Male	13	2849	40423	65	95	98	530	551	553	NA	4	5	38	12	12	62	83	83	NA	1	1
African American	NC	228	4290	NC	95	99	NC	555	560	NC	5	4	NC	9	9	NC	86	86	NC	NA	1
Hispanic	NC	1839	31642	NC	96	99	NC	546	552	NC	6	5	NC	12	11	NC	82	84	NC	1	0
Asian/Pacific Islander	--	133	1948	--	99	99	--	581	589	--	1	1	--	5	3	--	92	91	--	2	4
American Indian/Alaskan Native	NC	257	4760	NC	94	97	NC	545	547	NC	4	5	NC	16	14	NC	80	81	NC	0	0
White	NC	3103	36929	NC	97	99	NC	576	579	NC	2	2	NC	5	5	NC	92	91	NC	1	2
Students with Disabilities	NC	420	9069	NC	76	92	NC	508	508	NC	10	11	NC	31	30	NC	55	58	NC	3	1
Students without Disabilities	12	5141	70588	67	98	100	546	568	573	NA	3	2	25	6	5	75	90	91	NA	1	1
Limited English Proficient Students	NC	507	9521	NC	94	96	NC	495	507	NC	16	13	NC	26	24	NC	57	63	NC	0	0
Migrant Students	--	32	694	--	91	98	--	532	546	--	6	5	--	16	12	--	78	82	--	NA	1
Economically Disadvantaged	11	2508	35341	55	95	97	521	548	551	NA	5	5	36	12	12	64	82	83	NA	0	0
Non-Economically Disadvantaged	NC	3053	44316	NC	98	100	NC	577	578	NC	2	2	NC	4	5	NC	92	90	NC	1	2

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	27	5357	78400	82	95	97	499	568	554	63	16	21	15	16	19	22	50	47	NA	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2653	38686	NC	96	98	NC	566	554	NC	15	20	NC	16	20	NC	53	49	NC	16	12
Male	20	2703	39636	83	94	96	490	569	554	70	18	23	15	16	18	15	47	46	NA	20	13
African American	NC	211	4193	NC	91	97	NC	538	533	NC	27	32	NC	27	23	NC	39	40	NC	8	5
Hispanic	NC	1741	30732	NC	95	97	NC	537	534	NC	30	31	NC	22	24	NC	41	40	NC	7	5
Asian/Pacific Islander	NC	112	1827	NC	95	99	NC	590	594	NC	8	8	NC	13	12	NC	53	49	NC	26	31
American Indian/Alaskan Native	--	231	4536	--	92	95	--	539	528	--	28	35	--	26	25	--	40	37	--	6	4
White	15	3062	37038	88	95	97	508	588	575	60	7	11	7	11	14	33	57	56	NA	25	19
Students with Disabilities	NC	311	7840	NC	62	81	NC	508	498	NC	46	60	NC	24	18	NC	26	20	NC	4	2
Students without Disabilities	26	5046	70560	90	98	99	500	571	560	62	14	17	15	15	19	23	51	50	NA	19	14
Limited English Proficient Students	NC	468	8956	NC	92	95	NC	498	502	NC	63	56	NC	21	25	NC	15	18	NC	1	1
Migrant Students	--	30	676	--	81	95	--	521	523	--	43	38	--	20	25	--	37	36	--	NA	1
Economically Disadvantaged	19	2339	33014	86	93	95	495	542	534	68	27	31	11	21	24	21	43	40	NA	8	5
Non-Economically Disadvantaged	NC	3018	45386	NC	96	99	NC	587	569	NC	8	15	NC	12	15	NC	55	52	NC	25	18

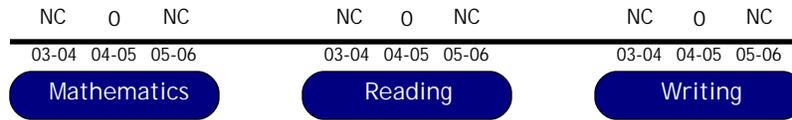
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	5417	79179	88	96	98	469	526	519	28	9	11	48	22	27	24	63	58	NA	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2669	38974	NC	97	99	NC	531	524	NC	7	8	NC	21	25	NC	66	61	NC	6	5
Male	22	2746	40124	92	95	97	462	522	513	36	11	13	41	23	28	23	60	54	NA	6	4
African American	NC	218	4243	NC	94	98	NC	507	506	NC	13	14	NC	30	32	NC	55	51	NC	2	3
Hispanic	10	1754	30987	91	96	98	NA	498	498	NA	18	17	NA	34	36	NA	46	45	NA	2	1
Asian/Pacific Islander	NC	115	1832	NC	97	99	NC	535	543	NC	3	4	NC	22	17	NC	69	69	NC	6	10
American Indian/Alaskan Native	NC	241	4573	NC	96	96	NC	502	494	NC	15	16	NC	32	41	NC	51	42	NC	2	1
White	15	3089	37467	88	96	98	483	545	539	7	3	5	60	14	17	33	74	70	NA	9	8
Students with Disabilities	NC	369	8567	NC	73	88	NC	470	467	NC	35	39	NC	37	38	NC	26	22	NC	2	1
Students without Disabilities	25	5048	70612	86	98	99	475	530	524	20	7	7	52	21	25	28	66	62	NA	6	5
Limited English Proficient Students	NC	470	9013	NC	92	95	NC	454	461	NC	47	40	NC	44	48	NC	9	12	NC	NA	0
Migrant Students	--	34	680	--	92	96	--	481	487	--	21	20	--	47	43	--	32	36	--	NA	1
Economically Disadvantaged	20	2372	33345	91	95	96	469	503	499	35	16	17	40	33	36	25	49	46	NA	2	1
Non-Economically Disadvantaged	NC	3045	45834	NC	97	99	NC	544	533	NC	4	7	NC	14	19	NC	74	67	NC	9	7

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	23	5437	79734	70	96	99	521	548	554	4	3	3	35	22	19	61	75	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2698	39243	NC	98	99	NC	561	568	NC	2	2	NC	15	12	NC	82	85	NC	1	1
Male	17	2738	40413	71	95	98	510	536	541	6	4	4	47	29	26	47	67	70	NA	0	0
African American	NC	221	4285	NC	96	99	NC	543	548	NC	2	3	NC	27	22	NC	71	74	NC	0	0
Hispanic	NC	1761	31254	NC	96	99	NC	524	539	NC	6	5	NC	33	25	NC	60	70	NC	0	0
Asian/Pacific Islander	--	112	1837	--	95	99	--	564	579	--	3	1	--	16	9	--	79	87	--	2	2
American Indian/Alaskan Native	--	241	4613	--	96	97	--	526	535	--	6	4	--	33	29	--	60	67	--	0	0
White	13	3102	37668	76	97	99	527	564	569	NA	1	1	31	14	13	69	84	85	NA	0	1
Students with Disabilities	NC	376	8943	NC	75	92	NC	484	495	NC	13	11	NC	55	51	NC	30	38	NC	3	1
Students without Disabilities	20	5061	70791	69	98	100	525	552	561	5	2	2	30	19	15	65	78	83	NA	0	0
Limited English Proficient Students	NC	479	9138	NC	94	97	NC	464	492	NC	20	13	NC	56	46	NC	24	40	NC	NA	NA
Migrant Students	--	35	687	--	95	97	--	501	528	--	9	6	--	49	28	--	43	65	--	NA	NA
Economically Disadvantaged	15	2395	33718	68	95	97	528	527	538	7	5	5	27	33	26	67	62	69	NA	0	0
Non-Economically Disadvantaged	NC	3042	46016	NC	97	100	NC	565	567	NC	1	2	NC	13	14	NC	85	84	NC	0	1

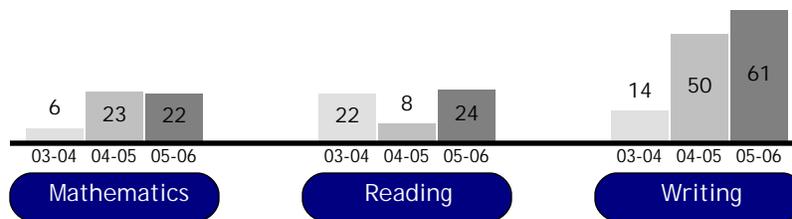
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	NC	NC	NA	55	NC	NC	55	50	NC	NC	61	56
	Language	NC	NC	55	49	NC	NC	55	50	NC	NC	59	54
	Mathematics	NC	NC	71	63	NC	NC	54	49	NC	NC	59	52
6	Reading	93	21	NA	56	100	39	58	51	95	56	63	56
	Language	93	9	55	48	100	34	54	47	89	43	58	50
	Mathematics	86	18	76	66	100	46	62	52	89	46	68	58
7	Reading	96	22	NA	54	95	24	55	50	100	9	61	54
	Language	96	19	64	58	95	23	58	52	84	59	65	58
	Mathematics	92	24	75	62	95	24	58	50	88	35	65	54
8	Reading	90	24	NA	55	89	36	57	51	94	20	63	58
	Language	82	18	58	52	89	30	55	50	91	7	59	56
	Mathematics	90	32	73	61	89	38	62	53	85	21	67	58

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/

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	1.00	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.	14
Teachers with Emergency Certification.	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
- Ü Reading Room

Extracurricular Activities

- Ü Student Council
- Ü Intramural Competition
- Ü Community Service
- Ü Field Trips
- Ü Field Day
- Ü Recognition Activities
- Ü Career Exploration
- Ü Girl's Group

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 2005-06

School Achievements/Accomplishments 2005-06

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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	80	95	94	95
Promotion Rate ⁵	78	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 counseling services are available.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

30

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	Ron Latko	(480) 472-0178
Community Resources	Joe O'Reilly	(480) 472-0241
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	na	(480) -
Student Health/Nurse	Lynette Ewers/Sonia Dax	(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.

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.

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 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.

6 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.

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** 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.