



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

848 N Horne, Mesa, AZ 85203

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	Highly Performing
2002-03	Highly Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Dr. Stephen E. Pierson
 Schedule : 8 AM to 4:15 PM
 Grades : 7-9
 2004 Enrollment : 1140
 Web Address : www.mpsaz.org/kino
 Phone Number : (480) 472-2400
 Fax Number : (480) 472-2549
 E-mail : spierson@mpsaz.org

Mission

Kino Junior High exists to teach, encourage, motivate and assist each student to continue his/her education and become a self-disciplined individual who is an asset to society.

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 Develop and improve students' reading and writing skills.
- ü Develop and improve students' math problem solving skills.

Enrollment

October 1, 2003 School Year Student Enrollment : 1169
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 79

Instructional Programs

- Ü Comprehensive Program
- Ü Extended-day Schedule Available
- Ü Advanced and Remedial Options
- Ü Fine Arts (Art, Music & Drama)
- Ü Technical arts

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We will provide a safe learning environment; a nurturing, student-oriented staff; research-based instruction; ongoing remedial opportunities; a sound program to develop student responsibility; a data-based school improvement plan; and ongoing communication with the home.

Parents

Parents have the responsibilities to ensure regular student attendance, maintain contact with teachers as needed, support homework completion, and to help their youngsters appreciate the value of their education.

Transportation Policy

Students who live more than 1 1/2 miles from campus are bused. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
Ü Award-winning Orchestra	2001
Ü Award-winning Band	2002
Ü Regional Middle School Physical Ed. Teacher of the Year	2002

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	373	5673	75001	99	99	99	468	489	468	34	24	37	37	33	36	17	24	16	11	20	10
All Students (Prior Year)	394	5563	71167	100	98	99	486	480	463	24	24	38	38	41	41	19	23	14	20	13	7
Female	167	2761	36846	99	100	99	475	489	468	28	22	36	43	36	38	19	25	16	11	18	10
Male	206	2908	37974	99	99	99	463	489	467	40	26	39	33	30	34	16	23	16	12	22	11
African American	12	221	3720	92	100	98	453	468	446	58	39	53	17	31	33	17	18	9	8	12	4
Hispanic	135	1551	26675	99	99	98	452	462	448	44	40	52	37	37	34	15	17	10	5	7	4
Asian/Pacific Islander	NC	136	1575	NC	100	99	NC	507	504	NC	17	18	NC	27	33	NC	22	20	NC	34	29
American Indian/Alaskan Native	28	213	4731	100	98	98	451	450	438	43	51	61	43	32	30	11	13	7	4	4	2
White	192	3539	37785	99	99	99	481	502	482	27	16	25	38	32	39	19	27	21	16	25	15
Students with Disabilities	39	476	8802	100	100	100	408	421	418	83	75	79	17	21	16	0	3	3	0	1	1
Students without Disabilities	334	5197	66199	98	99	99	475	494	472	29	20	34	40	34	38	19	25	17	13	21	11
Limited English Proficient Students	78	799	11710	100	100	100	443	454	429	54	46	70	31	37	25	13	13	4	2	4	1
Migrant Students	NC	23	709				NC	430	442	NC	67	57	NC	28	34	NC	6	7	NC	0	2
Economically Disadvantaged	203	2327	29814				453	464	448	46	39	53	34	35	33	12	16	10	7	10	4
Non-Economically Disadvantaged	170	3346	45170				484	505	479	22	14	28	41	31	38	22	28	20	15	26	14

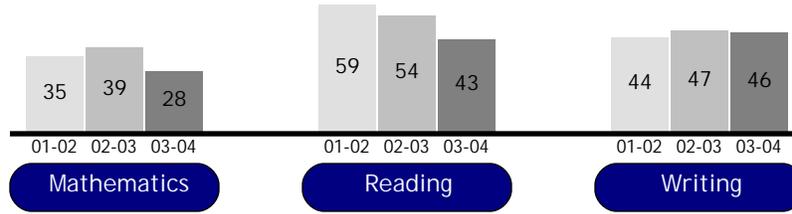
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	376	5674	74918	100	99	99	488	502	497	41	28	32	16	18	19	28	36	35	15	18	15
All Students (Prior Year)	392	5561	71100	100	98	99	501	507	502	24	20	25	21	20	21	39	44	40	15	17	15
Female	169	2760	36805	100	99	99	499	507	501	33	25	28	17	19	19	31	37	37	19	19	16
Male	207	2910	37936	100	99	99	480	498	493	47	32	35	15	16	18	26	35	33	12	17	14
African American	13	222	3719	100	100	98	477	489	481	46	38	43	31	18	21	8	31	29	15	13	7
Hispanic	135	1550	26645	99	99	98	466	477	478	58	47	46	16	19	20	21	27	27	5	6	6
Asian/Pacific Islander	NC	136	1571	NC	100	99	NC	512	521	NC	21	18	NC	16	15	NC	40	38	NC	23	30
American Indian/Alaskan Native	28	214	4729	100	99	98	468	469	468	50	54	57	25	19	19	21	22	19	4	5	4
White	194	3539	37773	100	99	99	505	514	511	29	19	20	13	17	18	35	40	41	23	24	21
Students with Disabilities	39	477	8801	100	100	100	435	440	448	80	81	75	11	11	13	9	6	10	0	2	2
Students without Disabilities	337	5197	66117	99	99	99	494	507	501	36	24	28	16	18	19	31	38	37	17	20	16
Limited English Proficient Students	78	802	11706	100	100	100	456	467	454	67	57	71	13	18	16	15	21	12	4	4	1
Migrant Students	NC	23	706				NC	449	467	NC	78	55	NC	22	22	NC	0	20	NC	0	4
Economically Disadvantaged	206	2331	29785				469	479	477	55	46	47	18	19	20	19	28	26	7	8	6
Non-Economically Disadvantaged	170	3343	45115				509	516	508	25	18	23	13	17	18	38	41	39	24	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	370	5635	74503	98	99	99	459	479	491	17	13	9	37	37	32	43	42	51	3	8	8
All Students (Prior Year)	377	5441	69001	96	96	96	491	494	490	16	13	17	37	36	37	47	50	45	0	0	1
Female	167	2744	36686	99	99	99	481	497	506	9	8	5	34	35	29	52	47	57	5	11	9
Male	203	2886	37644	98	98	98	440	461	476	24	18	13	39	40	36	35	37	45	2	6	6
African American	12	219	3677	92	100	97	456	463	475	17	21	12	42	36	36	42	36	46	0	7	5
Hispanic	133	1545	26500	98	99	97	432	444	467	30	21	13	34	45	39	32	31	44	3	3	4
Asian/Pacific Islander	NC	134	1566	NC	100	99	NC	497	537	NC	11	5	NC	32	23	NC	44	55	NC	13	18
American Indian/Alaskan Native	28	208	4695	100	96	97	448	444	464	14	23	14	43	43	39	43	29	44	0	4	3
White	191	3517	37606	98	98	99	477	495	508	10	9	6	37	35	28	50	47	56	3	10	10
Students with Disabilities	37	472	8662	100	100	100	411	394	409	43	48	37	30	36	42	27	15	20	0	1	1
Students without Disabilities	333	5163	65841	97	99	98	464	486	499	15	10	7	38	38	32	45	44	53	3	9	8
Limited English Proficient Students	77	795	11608	100	100	100	390	422	430	50	30	23	32	45	47	18	23	28	0	2	1
Migrant Students	NC	23	701				NC	412	449	NC	39	17	NC	33	43	NC	28	38	NC	0	1
Economically Disadvantaged	200	2304	29587				437	445	465	24	22	14	40	42	40	35	32	43	1	4	4
Non-Economically Disadvantaged	170	3331	44898				481	500	507	10	7	7	34	34	28	51	48	55	5	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)

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?	N
	Met Attendance Rate?	Y
	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
7	Reading	99	43	53	48	98	47	59	51	96	55	NA	54
	Language	99	46	56	51	98	55	62	54	97	61	64	58
	Mathematics	100	66	67	54	97	68	74	58	97	71	75	62
8	Reading	99	50	54	49	97	50	58	53	95	52	NA	55
	Language	99	45	51	46	98	51	56	49	94	47	58	52
	Mathematics	99	64	66	54	97	66	69	58	96	64	73	61
9	Reading	99	45	46	37	98	46	50	41	95	50	NA	42
	Language	100	46	49	38	98	53	54	42	96	51	54	42
	Mathematics	100	70	71	56	99	74	74	60	96	77	76	63

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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Attendance
- Ü Homework Policy
- Ü Discipline
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Current Issues/Concerns

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	53.10
Other Professional Staff	6.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	7	0	0
4 to 6 years	2	5	0	0
7 to 9 years	1	2	0	0
10 or more years	9	40	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	40
Core academic classes taught by Highly Qualified (NCLB) teachers.	183
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Six Computer Labs
- Ü Computerized Media Center

Extracurricular Activities

- Ü Many Clubs/Organizations
- Ü Three Orchestras/Three Bands/Two Choirs
- Ü After School Sports--All Grades
- Ü Drama

Social Services

- Ü Recreational Activities
- Ü Referral to Community Services
- Ü Breakfast and Lunch Program
- Ü Mesa Police Resource Officer

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü AVID (Advancement Via Individual Determination): a college prep elective serving 150 students. Goal: first in family to attend a 4-year college. Rigorous studies include math, reading and English. 85% of AVID students achieved one year gain.
- ü The 7th grade class met Kino goals for one year gain in reading, math and language. Our school met the state requirements for one year gain. We are designated a Highly Performing school.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	7	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 6-7	54	72
Grades 7-8	77	68

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 have an active program of prevention and enforcement through collaboration of all school staff, police and probation officials. Clear and concise student behavior rules and expectations are set and consistently enforced.

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) :

11

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	Dr. Steve Pierson	(480) 472-2401
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Dr. Steve Pierson	(480) 472-2401
School Nutrition Programs	Ms. Loretta Zullo	(480) 472-0908
Parent Organization	Ms. Cathy Jackson	(480) 472-2402
Student Health/Nurse	Ms. Catherine Mull	(480) 472-2420

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.

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.

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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.