

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

855 West 8th Ave, Mesa, AZ 85210

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not 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 Overview

Principal/Administrator : Mrs. Nancy Roberts
 Schedule : 8:00 AM to 4:00 PM
 Grades : 7-9
 2004 Enrollment : 1401
 Web Address :
 Phone Number : (480) 472-1100
 Fax Number : (480) 472-1110
 E-mail : ngroberts@mpsaz.org

Mission

To provide students with the tools/skills in accordance with state standards to communicate effectively, cooperate with others, and to acquire the skills, knowledge, and experience needed to be successful, independent, and lifelong learners.

School / Academic Goals

- ü Students will meet the state standards and objectives as evidenced by One Years Growth (OYG) on AIMS. Equal attention will be placed on teaching English, math, reading skills to meet state standards.
- ü Students will demonstrate One Years Growth (OYG) on the Stanford 9 test.

Enrollment

October 1, 2003 School Year Student Enrollment : 1345
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 74

Instructional Programs

- ü Computer Assisted Instruction
- ü AVID Program
- ü AM/PM Tutoring
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
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

Student achievement is Powell's number one goal. Parents are informed weekly of their child's progress and grades through the Powell Student Planner. A productive learning environment and student safety are Powell's second and third goals.

Parents

Parent's responsibility includes: weekly review of student planner, promoting school attendance, active participation in classes and extracurricular activities, providing a place conducive to completing homework, and daily conversations about school.

Transportation Policy

Busing is provided for students living more than a mile and a half from the school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the student's IEP.

School Honors

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

Award/Honor	Year
ü State Champions: Spiritline	2004
ü North Central Association Accredited	2004
ü Met MPS Student Achievement Goals	2004
ü Met MPS Parent and Student Survey Goals	2004

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	441	5673	75001	99	99	99	461	489	468	42	24	37	36	33	36	15	24	16	7	20	10
All Students (Prior Year)	405	5563	71167	98	98	99	461	480	463	36	24	38	45	41	41	13	23	14	7	13	7
Female	224	2761	36846	97	100	99	464	489	468	38	22	36	39	36	38	15	25	16	7	18	10
Male	217	2908	37974	100	99	99	457	489	467	46	26	39	33	30	34	14	23	16	7	22	11
African American	33	221	3720	100	100	98	465	468	446	36	39	53	43	31	33	11	18	9	11	12	4
Hispanic	254	1551	26675	99	99	98	452	462	448	49	40	52	34	37	34	16	17	10	2	7	4
Asian/Pacific Islander	13	136	1575	100	100	99	477	507	504	23	17	18	46	27	33	15	22	20	15	34	29
American Indian/Alaskan Native	37	213	4731	100	98	98	442	450	438	54	51	61	36	32	30	11	13	7	0	4	2
White	104	3539	37785	96	99	99	482	502	482	27	16	25	39	32	39	16	27	21	18	25	15
Students with Disabilities	56	476	8802	100	100	100	418	421	418	78	75	79	22	21	16	0	3	3	0	1	1
Students without Disabilities	385	5197	66199	99	99	99	462	494	472	41	20	34	37	34	38	15	25	17	7	21	11
Limited English Proficient Students	170	799	11710	100	100	100	445	454	429	54	46	70	33	37	25	12	13	4	1	4	1
Migrant Students	NC	23	709				NC	430	442	NC	67	57	NC	28	34	NC	6	7	NC	0	2
Economically Disadvantaged	342	2327	29814				455	464	448	45	39	53	38	35	33	14	16	10	3	10	4
Non-Economically Disadvantaged	99	3346	45170				478	505	479	33	14	28	32	31	38	17	28	20	18	26	14

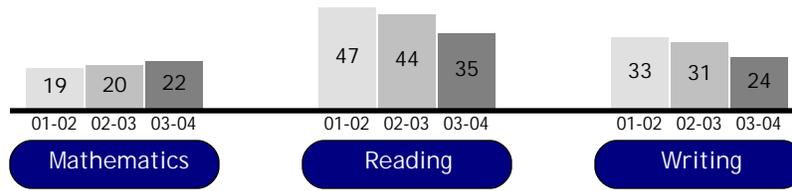
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	441	5674	74918	99	99	99	482	502	497	45	28	32	20	18	19	27	36	35	8	18	15
All Students (Prior Year)	405	5561	71100	98	98	99	491	507	502	34	20	25	22	20	21	35	44	40	9	17	15
Female	224	2760	36805	97	99	99	487	507	501	40	25	28	25	19	19	27	37	37	9	19	16
Male	217	2910	37936	100	99	99	477	498	493	52	32	35	14	16	18	27	35	33	7	17	14
African American	33	222	3719	100	100	98	494	489	481	30	38	43	26	18	21	30	31	29	15	13	7
Hispanic	254	1550	26645	99	99	98	474	477	478	54	47	46	17	19	20	26	27	27	4	6	6
Asian/Pacific Islander	13	136	1571	100	100	99	487	512	521	38	21	18	23	16	15	31	40	38	8	23	30
American Indian/Alaskan Native	37	214	4729	100	99	98	463	469	468	57	54	57	29	19	19	14	22	19	0	5	4
White	104	3539	37773	96	99	99	502	514	511	30	19	20	21	17	18	32	40	41	17	24	21
Students with Disabilities	57	477	8801	100	100	100	432	440	448	83	81	75	17	11	13	0	6	10	0	2	2
Students without Disabilities	384	5197	66117	98	99	99	483	507	501	45	24	28	20	18	19	27	38	37	8	20	16
Limited English Proficient Students	169	802	11706	100	100	100	464	467	454	61	57	71	15	18	16	24	21	12	1	4	1
Migrant Students	NC	23	706				NC	449	467	NC	78	55	NC	22	22	NC	0	20	NC	0	4
Economically Disadvantaged	343	2331	29785				477	479	477	49	46	47	18	19	20	28	28	26	4	8	6
Non-Economically Disadvantaged	98	3343	45115				497	516	508	33	18	23	24	17	18	23	41	39	20	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	438	5635	74503	98	99	99	431	479	491	24	13	9	52	37	32	20	42	51	4	8	8
All Students (Prior Year)	394	5441	69001	95	96	96	477	494	490	24	13	17	44	36	37	31	50	45	0	0	1
Female	223	2744	36686	97	99	99	441	497	506	17	8	5	57	35	29	23	47	57	4	11	9
Male	215	2886	37644	100	98	98	419	461	476	32	18	13	46	40	36	17	37	45	4	6	6
African American	33	219	3677	100	100	97	452	463	475	7	21	12	59	36	36	30	36	46	4	7	5
Hispanic	252	1545	26500	98	99	97	418	444	467	27	21	13	52	45	39	18	31	44	2	3	4
Asian/Pacific Islander	13	134	1566	100	100	99	449	497	537	31	11	5	31	32	23	31	44	55	8	13	18
American Indian/Alaskan Native	37	208	4695	100	96	97	411	444	464	25	23	14	63	43	39	9	29	44	3	4	3
White	103	3517	37606	95	98	99	456	495	508	20	9	6	48	35	28	23	47	56	9	10	10
Students with Disabilities	57	472	8662	100	100	100	377	394	409	63	48	37	32	36	42	5	15	20	0	1	1
Students without Disabilities	381	5163	65841	98	99	98	434	486	499	22	10	7	53	38	32	21	44	53	4	9	8
Limited English Proficient Students	167	795	11608	100	100	100	401	422	430	36	30	23	50	45	47	13	23	28	1	2	1
Migrant Students	NC	23	701				NC	412	449	NC	39	17	NC	33	43	NC	28	38	NC	0	1
Economically Disadvantaged	339	2304	29587				421	445	465	26	22	14	53	42	40	19	32	43	3	4	4
Non-Economically Disadvantaged	99	3331	44898				460	500	507	17	7	7	49	34	28	24	48	55	9	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	97	33	53	48	87	35	59	51	95	43	NA	54
	Language	96	35	56	51	89	37	62	54	96	47	64	58
	Mathematics	99	56	67	54	93	56	74	58	95	55	75	62
8	Reading	97	37	54	49	90	37	58	53	94	40	NA	55
	Language	94	35	51	46	92	29	56	49	94	34	58	52
	Mathematics	98	54	66	54	94	54	69	58	95	55	73	61
9	Reading	99	27	46	37	89	33	50	41	92	34	NA	42
	Language	97	31	49	38	95	34	54	42	93	37	54	42
	Mathematics	98	57	71	56	95	64	74	60	91	64	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

- 3 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 15 Parent(s)
- 0 Community Member(s)
- 5 Student(s)

Council Duties

- ü Title I
- ü Student Responsibility Issues
- ü School Safety Issues
- ü Parent Involvement/Community Relations
- ü AIMS/Stanford 9 Preparation
- ü Parent Concerns Input

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	62.00
Other Professional Staff	6.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	1	6	0	0
7 to 9 years	2	5	0	0
10 or more years	8	35	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	44
Core academic classes taught by Highly Qualified (NCLB) teachers.	220
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Classroom Computer Productivity Centers
- ü Media Center Computer Center

Extracurricular Activities

- ü Student Council
- ü National Junior Honor Society
- ü Interscholastic and Intramural Sports
- ü Variety of Student Interest Clubs

Social Services

- ü Parent University Opportunities
- ü Positive Alternatives for Youth Program
- ü School/Business/Community Partnerships
- ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students are taught test-taking skills related to AIMS. The curriculum in all academic and elective areas is aligned with the Arizona Academic Standards.
- ü Students are taught test-taking skills related to the Stanford 9 test. The curriculum in all academic and elective areas is aligned with the objectives of the Stanford 9 test.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	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)	0	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	0			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	62	58
Grades 7-8	72	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

Powell has two administrators, one team leader, two security guards, and a school resource officer (Mesa Police officer) who constantly patrol Powell's campus. All teachers are required to do a fifteen-minute duty either before or after school. We hold regular assemblies with our students to review trends we see in student decisions/choices.

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) :

88

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	Nancy Roberts	(480) 472-1020
Transportation Policy	Terry Hulse	(480) 472-6100
Community Resources	Joe O'Reilly	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Nancy Roberts	(480) 472-1020
Student Health/Nurse	Marcy Lewis	(480) 472-1070

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.

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

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

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

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