

Ingleside Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

5402 E. Osborn Road, Phoenix, AZ 85018

Scottsdale 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 *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Ruben R. Lara
Schedule : 7:30 AM to 4:30 PM
Grades : 6-8
2003 Enrollment : 830
Web Address : Scottsdale.org.
Phone Number : (480) 484-4900
Fax Number : (480) 484-4901
E-mail : rlara@susd.org

Mission

The Ingleside Middle School community challenges students to fulfill their potential using the knowledge and skills necessary to be responsible, contributing members of society in a technologically and culturally diverse world.

School / Academic Goals

- ü To provide a positive, respectful and safe environment.
- ü To provide opportunity for students to realize their maximum academic and technological potential in order to promote lifelong learning.

Instructional Programs

- ü Academic Excellence
- ü State and Nationally Aligned Curriculum
- ü Multimedia (Technology)
- ü Humanities Program

Enrollment

October 1, 2002 School Year Student Enrollment : 838
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 25

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 7 hours 11 minutes
First Day of School : 8/11/2003
Last Day of School : 5/25/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development/Monitoring
- Ü Staff Development
- Ü Student Discipline/Decorum
- Ü Budget Implementation and Monitoring
- Ü Personnel Decisions
- Ü School Education Philosophy Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	5.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to communicate openly and regularly; to encourage parent participation in the life of the school; to ensure the safety of students.

Parents

Parents are urged to show support of their children in several areas by providing a supportive environment conducive to study & learning; being role models by valuing education & by participating in the activities of the school & parent organization.

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Technology

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Yearbook
- Ü Odyssey of the Mind

Social Services

- Ü Before & After School Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services

Transportation Policy

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students. Safety and welfare of student riders is the first consideration.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Ü Ingleside achieved A+ status as a state-recognized model school during the spring of 2001. This is the second time Ingleside has acquired this distinction.

- Ü Ingleside Band and Orchestra received excellent and superior rating in local competition.

School Honors

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

Award/Honor	Year
Ü National Blue Ribbon School of Excellence	2002
Ü A+ Distinction	2001
Ü JC Penney Golden Rule Award	1997
Ü President Bush's Daily Point of Light	1998

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	13	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	72	70
Grades 6-7	71	54
Grades 7-8	72	62

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 2002-03. 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 2003. 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. 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).

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	244	2261	71167	105	101	99	474	477	463	29	25	38	38	43	41	26	22	14	7	10	7
All Students (Prior Year)	281	2147	66213	NA	NA	NA	474	478	459	27	24	39	41	44	40	23	21	14	9	11	7
Female	121	1100	34825	107	101	99	475	475	462	28	26	38	40	45	42	24	21	14	8	8	6
Male	123	1160	36047	103	101	99	472	480	464	30	24	38	36	42	39	28	22	15	6	12	8
African American	NC	44	3225	NC	90	95	NC	443	441	NC	49	57	NC	46	34	NC	6	6	NC	0	2
Hispanic	35	223	23643	95	98	97	424	437	445	77	59	53	12	29	37	8	9	8	4	2	2
Asian/Pacific Islander	NC	64	1503	NC	110	100	NC	511	493	NC	10	18	NC	35	40	NC	28	23	NC	27	19
American Indian/Alaskan Native	NC	27	5161	NC	87	103	NC	432	435	NC	61	63	NC	35	30	NC	4	5	NC	0	2
White	182	1725	35245	101	92	95	483	482	476	21	20	26	42	46	45	30	23	19	7	11	10
Students with Disabilities	22	158	8095	100	84	104	437	430	426	46	65	69	54	30	25	0	6	5	0	0	1
Students without Disabilities	222	2103	63072	105	103	99	476	479	464	28	24	37	37	44	41	27	22	15	7	11	7
Limited English Proficient Students	20	121	10317	95	95	111	396	406	426	91	91	72	9	8	25	0	2	2	0	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	20	17057				--	411	440	--	94	58	--	6	34	--	0	6	--	0	2
Non-Economically Disadvantaged	244	2241	54110				474	478	468	29	24	33	38	44	43	26	22	16	7	10	8

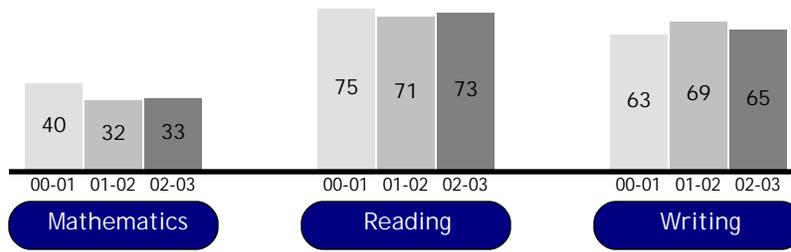
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	245	2237	71100	105	100	99	517	518	502	16	14	25	10	15	21	50	48	40	23	24	15
All Students (Prior Year)	281	2140	66144	NA	NA	NA	521	524	504	13	12	24	15	14	20	44	45	40	27	29	16
Female	121	1093	34801	107	100	99	522	521	505	12	11	21	12	15	22	52	49	42	25	24	15
Male	124	1143	36010	103	100	99	512	516	499	21	16	28	8	14	20	49	46	38	21	24	14
African American	NC	44	3219	NC	90	95	NC	486	486	NC	37	38	NC	23	24	NC	29	31	NC	11	7
Hispanic	35	220	23630	95	96	96	476	490	485	58	38	37	13	20	25	21	32	32	8	9	6
Asian/Pacific Islander	NC	65	1509	NC	112	100	NC	535	522	NC	7	12	NC	11	14	NC	48	46	NC	34	28
American Indian/Alaskan Native	NC	27	5144	NC	87	102	NC	478	478	NC	39	46	NC	26	24	NC	35	25	NC	0	5
White	183	1711	35198	101	92	95	525	522	515	9	10	15	9	14	18	57	50	47	25	26	21
Students with Disabilities	22	151	8121	100	80	105	493	471	470	25	45	55	25	34	20	50	19	21	0	2	4
Students without Disabilities	223	2086	62979	106	102	99	518	520	503	16	13	23	10	14	21	50	48	41	24	25	15
Limited English Proficient Students	20	120	10304	95	94	110	438	454	462	90	68	63	0	23	23	10	8	13	0	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	20	17040				--	454	483	--	61	40	--	39	25	--	0	29	--	0	6
Non-Economically Disadvantaged	245	2217	54060				517	519	507	16	13	20	10	14	20	50	48	43	23	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	240	2206	69001	103	99	96	503	505	490	12	8	17	23	28	37	65	63	45	0	1	1
All Students (Prior Year)	263	2055	63579	NA	NA	NA	520	513	493	3	5	15	28	30	42	62	60	41	7	5	2
Female	119	1081	34086	105	99	97	509	511	496	8	5	13	20	25	36	72	69	51	0	1	1
Male	121	1124	34644	101	98	95	496	499	484	15	12	22	27	31	39	58	56	38	0	1	0
African American	NC	43	3115	NC	88	92	NC	481	478	NC	21	25	NC	44	44	NC	35	31	NC	0	0
Hispanic	35	216	22656	95	95	92	460	476	476	43	27	27	35	40	43	22	33	30	0	0	0
Asian/Pacific Islander	NC	65	1472	NC	112	98	NC	521	507	NC	2	8	NC	20	30	NC	74	60	NC	5	2
American Indian/Alaskan Native	NC	25	4940	NC	81	98	NC	480	469	NC	17	34	NC	57	43	NC	26	23	NC	0	0
White	180	1690	34501	99	90	93	508	509	500	7	6	10	22	26	34	71	67	55	0	1	1
Students with Disabilities	21	137	7386	95	73	95	490	470	459	0	34	46	75	41	37	25	25	17	0	0	0
Students without Disabilities	219	2069	61615	104	101	97	503	506	491	12	8	16	22	28	37	66	63	45	0	1	1
Limited English Proficient Students	19	116	9662	90	91	104	438	451	454	63	52	51	25	41	40	13	7	9	0	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	18	16383				--	455	472	--	47	30	--	53	43	--	0	26	--	0	0
Non-Economically Disadvantaged	240	2188	52618				503	506	494	12	8	14	23	28	36	65	63	49	0	1	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)

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	96	75	72	54	90	68	72	49	99	67	72	53
	Language	96	70	66	46	91	65	66	42	100	63	67	45
	Mathematics	96	83	80	61	94	71	78	58	99	74	78	62
7	Reading	94	76	74	53	94	68	70	48	99	66	70	51
	Language	94	78	76	55	95	75	74	51	99	74	75	54
	Mathematics	94	75	76	57	95	70	74	54	99	70	74	58
8	Reading	96	76	74	55	98	69	71	49	99	70	71	53
	Language	95	74	74	50	98	68	71	46	99	72	70	49
	Mathematics	97	79	74	57	98	73	73	54	98	69	72	58

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 Safety

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

We promote a safe and orderly climate by having a comprehensive student decorum program; having the assistance of a Phoenix Police officer; having an active, committed parent population; and having a zero-tolerance for weapons, or drugs.

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) :

2

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. Ruben R. Lara	(480) 484-4910
Transportation Policy	Bob Flach	(480) 484-6128
Community Resources	Dr. Ruben R. Lara	(480) 484-4910
School Nutrition Programs	Barbara Savasito	(480) 661-1126
Parent Organization	Kathy Stieg	(480) 484-4910
Student Health/Nurse	Phyllis Needham	(480) 484-4911

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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