

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

(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	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. Cindy Hans
 Schedule : 7:30 AM to 4:00 PM
 Grades : 6-8
 2004 Enrollment : 771
 Web Address : www.susd.org/schools/middle/Ingleside/
 Phone Number : (480) 484-4900
 Fax Number : (480) 484-4901
 E-mail : chans@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 ensure all students and staff are proficient in the use of technology to acquire and manage information, communication, time and task.

- ü To offer comprehensive professional growth programs for staff to provide them with the skills, strategies and resources to meet the needs of all students.

- ü To increase individual student academic achievement and personal growth.

Enrollment

October 1, 2003 School Year Student Enrollment : 789
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 80

Instructional Programs

- Ü Academic Excellence
- Ü State and Nationally Aligned Curriculum
- Ü Multimedia (Technology)
- Ü Humanities Program
- Ü EIS Instruction

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/11/2004
Last Day of School :	5/24/2005

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.

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.

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

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	266	2214	75001	99	99	99	471	486	468	35	23	37	35	37	36	18	23	16	12	17	10
All Students (Prior Year)	244	2261	71167	100	100	99	474	477	463	29	25	38	38	43	41	26	22	14	7	10	7
Female	147	1093	36846	100	99	99	476	488	468	31	22	36	36	37	38	20	24	16	12	17	10
Male	118	1116	37974	98	99	99	466	485	467	38	24	39	33	36	34	16	23	16	13	17	11
African American	NC	59	3720	NC	97	98	NC	456	446	NC	43	53	NC	43	33	NC	7	9	NC	7	4
Hispanic	41	249	26675	98	99	98	438	446	448	64	56	52	25	29	34	11	11	10	0	5	4
Asian/Pacific Islander	NC	58	1575	NC	97	99	NC	514	504	NC	11	18	NC	38	33	NC	15	20	NC	36	29
American Indian/Alaskan Native	NC	28	4731	NC	100	98	NC	448	438	NC	46	61	NC	50	30	NC	4	7	NC	0	2
White	210	1815	37785	99	99	99	476	492	482	30	19	25	36	37	39	21	26	21	13	18	15
Students with Disabilities	16	155	8802	100	100	100	402	431	418	93	67	79	7	25	16	0	8	3	0	0	1
Students without Disabilities	250	2059	66199	99	99	99	475	490	472	31	20	34	36	37	38	19	24	17	13	18	11
Limited English Proficient Students	22	115	11710	96	98	100	404	406	429	100	89	70	0	11	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	40	300	29814				426	445	448	71	55	53	21	32	33	7	9	10	0	5	4
Non-Economically Disadvantaged	226	1914	45170				477	492	479	30	18	28	36	37	38	20	25	20	14	19	14

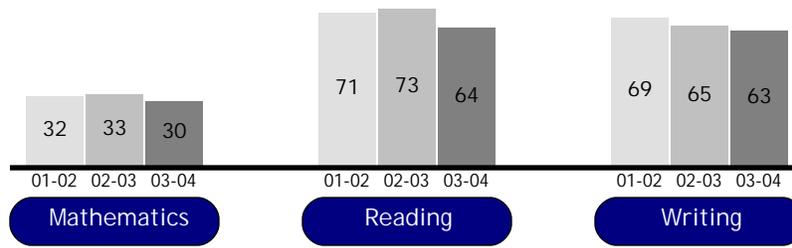
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	267	2212	74918	100	99	99	514	519	497	21	17	32	15	13	19	38	43	35	26	27	15
All Students (Prior Year)	245	2237	71100	100	100	99	517	518	502	16	14	25	10	15	21	50	48	40	23	24	15
Female	147	1092	36805	100	99	99	523	523	501	17	15	28	12	13	19	42	44	37	28	29	16
Male	119	1115	37936	98	99	99	505	515	493	25	20	35	18	13	18	32	42	33	24	25	14
African American	NC	60	3719	NC	98	98	NC	492	481	NC	37	43	NC	12	21	NC	45	29	NC	7	7
Hispanic	41	249	26645	98	99	98	485	481	478	39	45	46	29	15	20	25	29	27	7	10	6
Asian/Pacific Islander	NC	58	1571	NC	97	99	NC	538	521	NC	11	18	NC	19	15	NC	32	38	NC	38	30
American Indian/Alaskan Native	NC	28	4729	NC	100	98	NC	477	468	NC	52	57	NC	16	19	NC	20	19	NC	12	4
White	211	1812	37773	100	99	99	520	524	511	17	13	20	13	13	18	40	45	41	30	29	21
Students with Disabilities	16	153	8801	100	99	100	445	460	448	73	64	75	7	15	13	13	18	10	7	3	2
Students without Disabilities	251	2059	66117	100	99	99	519	522	501	17	15	28	16	13	19	39	44	37	27	28	16
Limited English Proficient Students	22	115	11706	96	98	100	442	438	454	86	89	71	14	6	16	0	3	12	0	2	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	40	300	29785				472	480	477	54	46	47	25	18	20	14	26	26	7	10	6
Non-Economically Disadvantaged	227	1912	45115				520	525	508	17	13	23	14	12	18	41	45	39	29	29	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	266	2201	74503	99	99	99	498	522	491	10	6	9	27	24	32	54	54	51	9	15	8
All Students (Prior Year)	240	2206	69001	100	99	96	503	505	490	12	8	17	23	28	37	65	63	45	0	1	1
Female	147	1091	36686	100	99	99	519	544	506	7	4	5	21	18	29	59	58	57	13	21	9
Male	118	1105	37644	98	98	98	474	500	476	13	8	13	34	31	36	49	51	45	4	10	6
African American	NC	58	3677	NC	95	97	NC	494	475	NC	10	12	NC	29	36	NC	52	46	NC	9	5
Hispanic	41	248	26500	98	98	97	429	470	467	28	19	13	38	34	39	34	40	44	0	7	4
Asian/Pacific Islander	NC	58	1566	NC	97	99	NC	584	537	NC	4	5	NC	15	23	NC	53	55	NC	28	18
American Indian/Alaskan Native	NC	28	4695	NC	100	97	NC	494	464	NC	12	14	NC	28	39	NC	52	44	NC	8	3
White	211	1804	37606	100	99	99	506	528	508	7	4	6	26	23	28	57	56	56	10	16	10
Students with Disabilities	15	150	8662	94	97	100	381	422	409	47	22	37	53	56	42	0	22	20	0	1	1
Students without Disabilities	251	2051	65841	100	99	98	505	528	499	7	5	7	25	23	32	58	56	53	10	16	8
Limited English Proficient Students	22	114	11608	96	97	100	380	399	430	63	46	23	25	38	47	13	14	28	0	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	39	295	29587				431	469	465	36	18	14	29	36	40	36	40	43	0	6	4
Non-Economically Disadvantaged	227	1906	44898				506	530	507	6	4	7	27	23	28	57	56	55	10	17	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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 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
6	Reading	90	68	72	49	99	67	72	53	98	70	NA	56
	Language	91	65	66	42	100	63	67	45	99	64	64	48
	Mathematics	94	71	78	58	99	74	78	62	99	74	78	66
7	Reading	94	68	70	48	99	66	70	51	98	68	NA	54
	Language	95	75	74	51	99	74	75	54	98	77	78	58
	Mathematics	95	70	74	54	99	70	74	58	98	67	76	62
8	Reading	98	69	71	49	99	70	71	53	98	71	NA	55
	Language	98	68	71	46	99	72	70	49	100	72	71	52
	Mathematics	98	73	73	54	98	69	72	58	99	67	74	61

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 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 Scheduling/Courses

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	42.90
Other Professional Staff	5.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	8	0	0
4 to 6 years	2	5	0	0
7 to 9 years	1	4	0	0
10 or more years	2	9	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	29
Core academic classes taught by Highly Qualified (NCLB) teachers.	163
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Technology lab
- Ü Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Yearbook
- Ü Odyssey of the Mind
- Ü Spelling Bee, Geography Bee
- Ü 7th & 8th grade Sports

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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. In 2002, Ingleside was awarded the National Blue Ribbon School of Excellence.
- ü Ingleside Band and Orchestra received excellent and superior ratings in regional competition.
- ü The Arizona Spelling Bee Champion who will compete in the National Spelling Bee is from Ingleside. The Runner-up for the Arizona National Geography Bee is an Ingleside Student.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	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 5-6	72	68
Grades 6-7	67	54
Grades 7-8	71	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 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 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) :

6

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	Mrs. Cindy Hans	(480) 484-4910
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Mrs. Cindy Hans	(480) 484-4910
School Nutrition Programs	Barbara Savasito	(480) 661-1126
Parent Organization	Kathy Stieg	(480) 484-4900
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 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 200 Copies = \$76.00

** 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.