



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2802 W. Anklam Rd., Tucson, AZ 85745

Tucson 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Javier Fuentes  
Schedule : 07:00 AM to 05:00 PM  
Grades : 6-8  
Web Address : maxwellms.org  
Phone Number : (520) 225-2000  
Fax Number : (520) 225-2001  
E-mail : javier.fuentes@tusd.k12.az.us

Mission

Maxwell Middle School staff will: promote high academic standards for life/long learning; facilitate a partnership between parents, students, staff, and community; and cultivate respect for diversity and equity in order to successfully transition students to higher learning and active citizenship.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 SI Year 2  
2004-05 SI Year 1  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- 5% Growth in Reading Achievement as measured by AIMS. This will be accomplished through data driven instruction.
- 5% Growth in Math Achievement as measured by AIMS. This will be accomplished through data driven instruction.

Enrollment

October 1, 2005 School Year Student Enrollment : 564  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 14

Instructional Programs

- Ü Integrated curriculum/instruction
- Ü video technology education program
- Ü ACE (Academic Core Enrichment)
- Ü ESL
- Ü SEI
- Ü Special Education
- Ü Talent Search

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide a safe environment; Provide parenting classes and Academic Family Nights on a monthly basis. Parents receive training in methods to help their children with their reading, math and computer research skills. Gang awareness is a major concern.

Parents

Provide a quiet study environment that is appropriate to complete homework; monitor progress of student by checking assignment calendar, provide parental assistance and attend a performance conference to be led by their child. Be involved with their child's academic progress through our district web site, parental access section.

Transportation Policy

Students living beyond a two and one-half mile distance from the school are provided with school bus transportation. Those staying for after school tutoring receive transportation services after the program.

School Honors

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

Award/Honor

Year

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	4286	79327	89	94	98	492	500	518	33	28	19	24	24	20	36	39	46	7	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	2076	38961	90	95	98	492	501	520	28	25	16	27	26	20	39	40	48	7	9	16
Male	76	2208	40295	88	94	97	491	499	516	38	31	21	21	22	19	34	38	44	7	10	16
African American	NC	300	4247	NC	95	98	NC	484	499	NC	38	27	NC	25	24	NC	34	41	NC	4	8
Hispanic	138	2354	32327	90	93	98	491	488	499	33	34	27	24	27	25	36	35	41	7	5	8
Asian/Pacific Islander	--	106	1939	--	98	99	--	544	556	--	11	6	--	11	10	--	49	47	--	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	11	1331	36373	85	95	98	519	524	538	18	15	10	9	19	14	55	48	52	18	19	25
Students with Disabilities	10	539	9321	38	79	87	NA	457	467	NA	61	54	NA	22	22	NA	15	21	NA	1	3
Students without Disabilities	149	3747	70006	98	97	100	492	505	524	34	23	14	23	24	19	36	42	49	7	11	18
Limited English Proficient Students	36	483	9431	84	88	95	461	454	466	58	66	53	22	23	27	19	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	116	2195	37097	89	94	97	493	487	498	31	35	27	22	26	25	41	34	41	6	5	7
Non-Economically Disadvantaged	43	2091	42230	90	95	99	488	512	535	37	20	11	28	22	15	26	44	50	9	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	4423	79501	90	97	98	471	485	497	19	15	10	40	31	25	41	52	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	2144	39062	90	98	99	474	490	502	14	11	8	42	30	23	42	56	64	1	3	5
Male	77	2277	40368	90	97	98	467	480	491	23	18	13	38	31	27	39	49	57	NA	2	3
African American	NC	309	4279	NC	97	99	NC	475	485	NC	20	14	NC	32	30	NC	47	54	NC	1	2
Hispanic	139	2452	32389	91	97	98	470	474	478	19	19	16	40	36	34	40	45	48	1	1	1
Asian/Pacific Islander	--	107	1936	--	99	99	--	512	519	--	3	3	--	21	14	--	67	73	--	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	11	1360	36446	85	97	99	490	506	516	9	7	4	27	21	15	64	68	73	NA	5	7
Students with Disabilities	10	601	9411	38	88	88	NA	443	453	NA	41	36	NA	40	36	NA	19	26	NA	1	1
Students without Disabilities	150	3822	70090	99	99	100	471	491	502	19	11	7	41	29	24	39	58	65	1	3	5
Limited English Proficient Students	36	513	9401	84	94	94	434	434	443	53	51	40	39	39	46	8	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	117	2266	37183	90	97	97	470	473	479	20	19	16	38	36	34	42	44	49	NA	1	1
Non-Economically Disadvantaged	43	2157	42318	90	98	99	472	497	513	16	10	5	44	25	17	37	61	70	2	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	4464	80000	93	98	99	542	560	564	7	3	3	8	11	11	84	80	75	1	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	2164	39288	93	99	99	555	574	579	5	2	2	7	6	6	86	83	77	2	9	16
Male	79	2297	40644	92	98	98	526	546	549	9	4	4	10	16	15	81	77	74	NA	3	7
African American	NC	315	4307	NC	99	99	NC	539	551	NC	8	4	NC	13	13	NC	74	75	NC	4	7
Hispanic	142	2475	32672	93	98	99	540	553	548	8	3	4	8	13	14	83	81	76	1	4	6
Asian/Pacific Islander	--	106	1945	--	98	99	--	596	592	--	1	1	--	4	4	--	70	69	--	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	12	1370	36602	92	98	99	566	575	579	NA	2	2	8	7	7	92	80	75	NA	11	16
Students with Disabilities	14	640	9919	54	93	93	541	504	505	NA	10	9	29	34	35	71	55	54	NA	1	2
Students without Disabilities	151	3824	70081	99	99	100	542	568	571	7	2	2	7	7	7	85	84	79	1	7	12
Limited English Proficient Students	38	524	9571	88	96	96	478	498	502	21	11	10	16	31	29	63	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	120	2296	37534	92	98	98	538	548	547	8	4	4	9	14	15	83	78	76	NA	4	5
Non-Economically Disadvantaged	45	2168	42466	94	98	100	551	572	578	2	2	2	7	8	7	87	82	75	4	9	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	190	4399	78546	97	97	97	510	528	543	31	22	15	26	21	18	42	48	52	1	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	2183	38645	98	97	98	514	531	545	27	20	13	24	20	18	48	51	54	1	9	15
Male	100	2209	39792	97	96	97	507	526	542	34	25	17	28	22	17	37	44	50	1	9	15
African American	NC	289	4205	NC	97	97	NC	518	524	NC	26	22	NC	24	22	NC	45	49	NC	4	7
Hispanic	158	2347	31177	98	97	97	507	516	524	30	27	22	28	24	23	42	44	48	NA	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	16	1448	36450	94	97	97	537	550	563	19	13	7	31	16	12	38	54	57	13	18	23
Students with Disabilities	27	530	8093	93	84	82	464	480	489	81	58	50	11	24	24	7	18	23	NA	1	2
Students without Disabilities	163	3869	70453	98	99	100	517	534	549	22	17	11	29	21	17	48	52	56	1	10	16
Limited English Proficient Students	46	584	9323	98	95	94	480	483	491	57	56	47	28	25	28	15	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	127	2090	34694	97	96	96	507	516	524	35	28	23	22	25	23	43	43	48	NA	5	7
Non-Economically Disadvantaged	63	2309	43852	98	98	99	517	539	559	21	17	10	35	17	13	41	52	56	3	13	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	190	4467	79045	97	98	98	478	501	512	25	14	10	38	31	25	36	51	58	1	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	2206	38860	98	98	98	487	509	519	23	9	7	27	28	22	49	57	62	1	6	8
Male	100	2254	40075	97	98	97	471	493	505	26	18	12	49	34	28	25	45	54	NA	4	6
African American	NC	295	4250	NC	99	98	NC	494	500	NC	16	12	NC	33	31	NC	50	54	NC	1	3
Hispanic	158	2386	31314	98	98	98	475	488	493	27	18	16	40	36	34	32	45	48	1	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	16	1467	36730	94	98	98	499	521	532	13	7	4	31	22	16	56	60	68	NA	11	12
Students with Disabilities	27	588	8552	93	93	87	426	455	463	85	43	35	15	37	40	NA	19	23	NA	1	1
Students without Disabilities	163	3879	70493	98	99	100	486	507	517	15	9	7	42	30	24	42	56	62	1	5	8
Limited English Proficient Students	46	602	9355	98	98	95	443	450	456	59	44	37	35	44	48	7	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	127	2126	34922	97	98	96	475	489	493	31	17	15	35	36	34	34	44	48	NA	3	3
Non-Economically Disadvantaged	63	2341	44123	98	99	99	485	511	527	13	10	6	44	26	18	41	57	66	2	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	193	4459	79657	99	98	99	554	569	566	4	2	3	14	8	8	82	89	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	2207	39120	99	98	99	567	582	580	1	1	2	8	4	4	91	93	92	NA	1	2
Male	102	2245	40423	99	98	98	542	557	553	6	4	5	20	12	12	75	84	83	NA	0	1
African American	NC	296	4290	NC	99	99	NC	566	560	NC	4	4	NC	7	9	NC	87	86	NC	1	1
Hispanic	162	2371	31642	100	98	99	552	561	552	4	3	5	15	10	11	81	87	84	NA	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	15	1468	36929	88	98	99	572	582	579	7	1	2	7	5	5	87	92	91	NA	2	2
Students with Disabilities	26	583	9069	90	92	92	505	517	508	19	10	11	35	28	30	46	61	58	NA	1	1
Students without Disabilities	167	3876	70588	100	99	100	561	576	573	1	1	2	11	5	5	88	93	91	NA	1	1
Limited English Proficient Students	46	594	9521	98	96	96	515	518	507	7	9	13	28	23	24	65	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	128	2116	35341	98	97	97	551	560	551	3	3	5	18	12	12	79	86	83	NA	0	0
Non-Economically Disadvantaged	65	2343	44316	100	99	100	560	577	578	5	2	2	6	5	5	89	92	90	NA	1	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	4533	78400	88	96	97	535	545	554	27	26	21	31	21	19	40	44	47	3	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	2289	38686	91	97	98	531	544	554	26	24	20	38	22	20	36	45	49	1	8	12
Male	69	2240	39636	85	95	96	540	545	554	29	28	23	20	19	18	45	42	46	6	11	13
African American	NC	339	4193	NC	96	97	NC	527	533	NC	35	32	NC	24	23	NC	37	40	NC	5	5
Hispanic	139	2362	30732	89	95	97	532	531	534	27	33	31	32	24	24	38	39	40	3	5	5
Asian/Pacific Islander	--	117	1827	--	98	99	--	584	594	--	9	8	--	17	12	--	46	49	--	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	20	1534	37038	95	96	97	549	570	575	20	14	11	25	15	14	55	54	56	NA	17	19
Students with Disabilities	10	520	7840	32	76	81	NA	494	498	NA	63	60	NA	18	18	NA	17	20	NA	1	2
Students without Disabilities	157	4013	70560	99	99	99	535	551	560	25	21	17	30	21	19	42	47	50	3	10	14
Limited English Proficient Students	30	533	8956	79	93	95	505	498	502	60	62	56	20	20	25	20	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	104	2056	33014	86	94	95	531	531	534	30	33	31	30	24	24	38	39	40	3	4	5
Non-Economically Disadvantaged	63	2477	45386	93	97	99	541	556	569	22	21	15	32	18	15	43	47	52	3	14	18

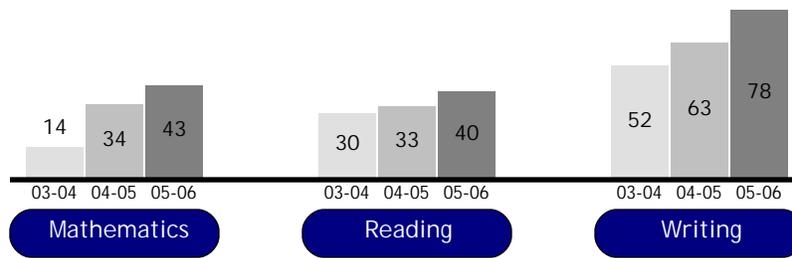
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	4640	79179	88	98	98	493	509	519	17	14	11	43	31	27	39	52	58	1	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	2327	38974	91	98	99	495	514	524	14	11	8	46	29	25	39	57	61	1	4	5
Male	69	2309	40124	85	98	97	490	504	513	22	16	13	39	33	28	39	48	54	NA	3	4
African American	NC	348	4243	NC	98	98	NC	499	506	NC	20	14	NC	31	32	NC	45	51	NC	3	3
Hispanic	139	2414	30987	89	97	98	490	497	498	17	17	17	45	37	36	38	45	45	NA	1	1
Asian/Pacific Islander	--	118	1832	--	99	99	--	530	543	--	4	4	--	25	17	--	62	69	--	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	20	1574	37467	95	99	98	507	530	539	15	7	5	35	21	17	45	66	70	5	6	8
Students with Disabilities	10	626	8567	32	91	88	NA	462	467	NA	41	39	NA	42	38	NA	17	22	NA	0	1
Students without Disabilities	157	4014	70612	99	99	99	494	516	524	15	9	7	44	29	25	41	58	62	1	4	5
Limited English Proficient Students	30	546	9013	79	95	95	456	457	461	47	43	40	47	47	48	7	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	104	2108	33345	86	97	96	486	496	499	22	18	17	46	37	36	32	43	46	NA	2	1
Non-Economically Disadvantaged	63	2532	45834	93	99	99	504	520	533	10	10	7	38	25	19	51	60	67	2	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	4654	79734	88	98	99	554	555	554	2	3	3	19	18	19	78	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	2341	39243	91	99	99	560	568	568	3	2	2	12	11	12	85	87	85	NA	0	1
Male	69	2309	40413	85	98	98	545	542	541	1	3	4	29	25	26	70	72	70	NA	0	0
African American	NC	350	4285	NC	99	99	NC	544	548	NC	6	3	NC	19	22	NC	75	74	NC	0	0
Hispanic	139	2433	31254	89	98	99	553	547	539	1	3	5	22	22	25	78	75	70	NA	0	0
Asian/Pacific Islander	--	118	1837	--	99	99	--	580	579	--	NA	1	--	8	9	--	91	87	--	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	20	1568	37668	95	98	99	563	571	569	5	1	1	10	11	13	85	88	85	NA	0	1
Students with Disabilities	10	627	8943	32	91	92	NA	499	495	NA	10	11	NA	49	51	NA	40	38	NA	1	1
Students without Disabilities	157	4027	70791	99	100	100	556	563	561	1	1	2	17	13	15	83	85	83	NA	0	0
Limited English Proficient Students	29	551	9138	76	96	97	522	492	492	3	13	13	31	45	46	66	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	104	2117	33718	86	97	97	552	545	538	2	4	5	23	23	26	75	73	69	NA	0	0
Non-Economically Disadvantaged	63	2537	46016	93	100	100	558	564	567	3	2	2	13	14	14	84	84	84	NA	0	1

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

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

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?	N
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	27	NA	56	96	27	44	51	88	37	46	56
	Language	96	20	38	48	96	22	41	47	90	28	41	50
	Mathematics	94	36	52	66	96	33	44	52	88	34	44	58
7	Reading	100	35	NA	54	96	33	44	50	98	24	44	54
	Language	98	30	48	58	96	34	48	52	98	30	50	58
	Mathematics	99	32	49	62	95	32	44	50	98	28	44	54
8	Reading	93	41	NA	55	97	31	46	51	84	37	50	58
	Language	95	33	41	52	97	33	47	50	84	39	50	56
	Mathematics	95	46	50	61	97	36	48	53	84	39	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

- School Administrator(s)
- Non-certified Employee(s)
- Teacher(s)
- Parent(s)
- Community Member(s)
- Student(s)

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator		Teacher	
Other Professional Staff		Teacher Aide	

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.

Teachers with Emergency Certification.

Percent of teachers in the school with Emergency/Provisional Certification

Percent of core classes not taught by Highly Qualified Teachers

Resources Available at School Site

Special Facilities

Extracurricular Activities

Social Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improving student achievement in the area of MAP Reading Gains for the academic school year 2003-2004 as recognized by Tucson Unified School District.
  
- ü Improving student achievement in the area of Suspensions Decreased for the academic school year 2003-2004 as recognized by Tucson Unified School District.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

In 2004 - 2005 Maxwell had 12 arrest for students possessing drugs. Maxwell Middle School operative all of last school year without an SRO. This year Maxwell has a full time School resource officer.

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

12

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Karen Schremser	(520) 225-2000
Transportation Policy	Don Calhoun	(520) 225-2000
Community Resources	Joanne Nunez	(520) 225-2000
School Nutrition Programs	Rachel Terrin	(520) 225-6000
Parent Organization	Joanne Nunez	(520) 225-2040
Student Health/Nurse	Christine Yelton	(520) 225-2017

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 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.