



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15002 N. 32nd Street, Phoenix, AZ 85032

Paradise Valley 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)

2003-04 Performing
2002-03 Alternative School
2001-02 N/A

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

School Overview

Principal/Administrator : Ms. Sulynn Clark
Schedule : 9:30 AM to 4:00 PM
Grades : 6-8
2004 Enrollment : 39
Web Address :
Phone Number : (602) 787-5015
Fax Number : (602) 867-5153
E-mail : sclark@pvusd.k12.az.us

Mission

Prospect Middle School is a campus for at-risk students where instructors perceive the classroom as a place where the students feel secure and comfortable enough to meet the challenges and take the risks inherent to the learning process, but within a structured environment with specialized curriculum geared toward student success.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- ü Improve reading comprehension.
ü Students will improve skills in writing as measured by SAT 9, AIMS and classroom assessments.

Enrollment

October 1, 2003 School Year Student Enrollment : 21
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Math
- Ü Science
- Ü Social Studies
- Ü English
- Ü Enrichment Electives

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Prospect Middle School provides students a safe, positive environment where each student can progress at his/her own pace to become academically and socially successful.

Parents

Parents are responsible for making sure their child attends school each day unless they are seriously ill. Parents are asked to keep the school informed of any home situations that would affect their child's performance.

Transportation Policy

All students living outside one and one-half miles of our school will receive district transportation by district buses. Bikes are allowed with parental permission. Students within the one and one-half miles will be transported by parents or walk to school.

School Honors

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

Award/Honor	Year
Ü Perfect Attendance	
Ü No Discipline Referrals	
Ü No Tardies	
Ü Most Dependable Volunteer	

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	51	2804	75001	100	100	99	435	481	468	67	26	37	27	39	36	6	20	16	0	15	10
All Students (Prior Year)	26	2739	71167	100	99	99	409	477	463	88	25	38	12	45	41	0	19	14	0	11	7
Female	11	1352	36846	100	100	99	422	480	468	70	25	36	30	41	38	0	20	16	0	14	10
Male	38	1442	37974	100	100	99	440	482	467	64	27	39	28	37	34	8	20	16	0	17	11
African American	NC	86	3720	NC	100	98	NC	464	446	NC	38	53	NC	37	33	NC	15	9	NC	10	4
Hispanic	NC	437	26675	NC	100	98	NC	450	448	NC	52	52	NC	33	34	NC	10	10	NC	5	4
Asian/Pacific Islander	--	78	1575	--	98	99	--	507	504	--	11	18	--	37	33	--	26	20	--	26	29
American Indian/Alaskan Native	NC	29	4731	NC	97	98	NC	452	438	NC	42	61	NC	46	30	NC	8	7	NC	4	2
White	35	2156	37785	100	100	99	439	486	482	63	22	25	29	40	39	9	21	21	0	17	15
Students with Disabilities	NC	308	8802	NC	100	100	NC	421	418	NC	77	79	NC	17	16	NC	5	3	NC	1	1
Students without Disabilities	50	2496	66199	100	100	99	435	487	472	67	21	34	27	41	38	6	21	17	0	17	11
Limited English Proficient Students	NC	325	11710	NC	100	100	NC	437	429	NC	63	70	NC	31	25	NC	4	4	NC	2	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	652	29814				--	453	448	--	47	53	--	36	33	--	12	10	--	5	4
Non-Economically Disadvantaged	51	2152	45170				435	488	479	67	21	28	27	40	38	6	22	20	0	18	14

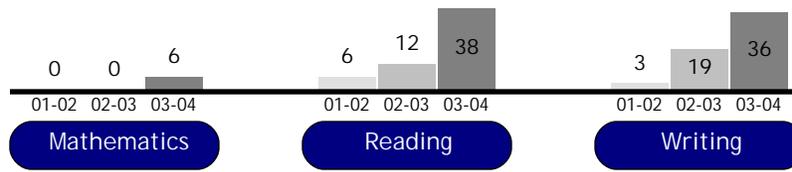
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	2801	74918	100	100	99	475	511	497	45	20	32	17	17	19	34	43	35	4	20	15
All Students (Prior Year)	26	2728	71100	100	99	99	450	516	502	76	14	25	12	18	21	12	46	40	0	22	15
Female	11	1349	36805	100	100	99	460	513	501	40	18	28	20	17	19	40	44	37	0	21	16
Male	37	1442	37936	100	100	99	480	509	493	43	23	35	17	16	18	34	41	33	6	20	14
African American	NC	86	3719	NC	100	98	NC	504	481	NC	24	43	NC	21	21	NC	40	29	NC	15	7
Hispanic	NC	436	26645	NC	100	98	NC	481	478	NC	44	46	NC	18	20	NC	32	27	NC	6	6
Asian/Pacific Islander	--	77	1571	--	96	99	--	527	521	--	13	18	--	19	15	--	37	38	--	31	30
American Indian/Alaskan Native	NC	29	4729	NC	97	98	NC	483	468	NC	50	57	NC	8	19	NC	42	19	NC	0	4
White	34	2155	37773	100	100	99	479	515	511	38	17	20	24	16	18	32	45	41	6	22	21
Students with Disabilities	NC	310	8801	NC	100	100	NC	455	448	NC	68	75	NC	17	13	NC	12	10	NC	2	2
Students without Disabilities	49	2491	66117	100	100	99	475	516	501	45	16	28	17	16	19	34	45	37	4	22	16
Limited English Proficient Students	NC	324	11706	NC	100	100	NC	467	454	NC	56	71	NC	22	16	NC	18	12	NC	4	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	651	29785				--	485	477	--	41	47	--	20	20	--	32	26	--	7	6
Non-Economically Disadvantaged	50	2150	45115				475	517	508	45	16	23	17	16	18	34	45	39	4	23	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	50	2793	74503	100	100	99	433	507	491	28	7	9	36	27	32	36	57	51	0	9	8
All Students (Prior Year)	25	2662	69001	100	96	96	457	498	490	44	11	17	38	35	37	19	54	45	0	1	1
Female	11	1346	36686	100	100	99	425	520	506	20	4	5	50	22	29	30	63	57	0	11	9
Male	37	1437	37644	100	100	98	434	494	476	29	10	13	34	32	36	37	50	45	0	8	6
African American	NC	84	3677	NC	99	97	NC	505	475	NC	10	12	NC	24	36	NC	56	46	NC	9	5
Hispanic	NC	430	26500	NC	99	97	NC	469	467	NC	13	13	NC	37	39	NC	45	44	NC	4	4
Asian/Pacific Islander	--	78	1566	--	98	99	--	538	537	--	1	5	--	27	23	--	59	55	--	13	18
American Indian/Alaskan Native	NC	29	4695	NC	97	97	NC	461	464	NC	9	14	NC	43	39	NC	48	44	NC	0	3
White	35	2154	37606	100	100	99	436	511	508	26	6	6	34	25	28	40	58	56	0	10	10
Students with Disabilities	NC	308	8662	NC	100	100	NC	429	409	NC	25	37	NC	48	42	NC	26	20	NC	2	1
Students without Disabilities	49	2485	65841	100	100	98	433	513	499	28	5	7	36	25	32	36	59	53	0	10	8
Limited English Proficient Students	NC	320	11608	NC	100	100	NC	449	430	NC	15	23	NC	47	47	NC	37	28	NC	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	648	29587				--	469	465	--	14	14	--	36	40	--	47	43	--	4	4
Non-Economically Disadvantaged	50	2145	44898				433	516	507	28	5	7	36	25	28	36	59	55	0	11	10

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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](http://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	NC	NC	65	49	NC	NC	67	53	NC	NC	NA	56
	Language	NC	NC	59	42	NC	NC	60	45	NC	NC	61	48
	Mathematics	NC	NC	73	58	NC	NC	74	62	NC	NC	76	66
7	Reading	100	24	60	48	NC	NC	60	51	100	14	NA	54
	Language	100	12	66	51	83	7	64	54	100	13	69	58
	Mathematics	100	31	66	54	NC	NC	70	58	100	21	73	62
8	Reading	100	13	59	49	90	22	60	53	100	50	NA	55
	Language	100	10	59	46	90	10	59	49	100	35	62	52
	Mathematics	100	15	64	54	83	26	67	58	100	47	71	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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 6
- Core academic classes taught by Highly Qualified (NCLB) teachers. 18
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Core Academic Computer Labs
- ü Science Computer Lab

Extracurricular Activities

- ü Enrichment Electives

Social Services

- ü Drug Prevention Coach
- ü Social Worker
- ü PVUSD CUTS Attendance Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Improved writing scores.

ü Promote community service with students by volunteering with people in need.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	90	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	74	98	98	94
Retention Rate <sup>9</sup>	25	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	NC	NC
Grades 6-7	27	55
Grades 7-8	67	65

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

Our student population is involved in the promotion of individual success that allows our community of students a sense of pride and purpose. The result gives each student a sense of intrinsic value, which promotes a safe and orderly climate for learning.

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) :

30
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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	Sulynn Clark	(602) 787-5015
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Holli Mayer	(602) 787-5015
School Nutrition Programs	Candee Kunkel	(602) 787-5015
Parent Organization		
Student Health/Nurse	Lupita Perez	(602) 787-5015

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.

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](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. 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](http://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](http://www.ade.az.gov/grad).

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

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