



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2002 East Concorda Drive, Tempe, AZ 85282

Tempe School 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)

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

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

School Overview

Principal/Administrator : Mrs. Kathryn J. Mullery
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 Web Address : www.tempeschools.org/schools/connolly/
 Phone Number : (480) 967-8933
 Fax Number : (480) 929-9695
 E-mail : kmullery@tempeschools.org

Mission

The school welcomes all students to a safe and accepting atmosphere which promotes individual growth, independent thinking and collaboration in a culturally harmonious environment. Major Goal: To increase student achievement in all academic areas.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Improve achievement in Language Arts/Math with instruction aligned to standards, incorporating Brain-based Learning Strategies which engage all learners by building on their Multiple Intelligences.
- ü To provide Exceptional Customer Service to students, parents and community members. To increase increase student attendance; when students come to school everyday-they will learn.
- ü To increase parent satisfaction and promote parents working with the school community to build stronger partnerships that will result in increased student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 984
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 117

Instructional Programs

- Ü Interdisciplinary Academic Teams
- Ü Rich and Varied Elective Program
- Ü English Language Learners Program
- Ü On-site Special Education
- Ü 6th Grade 96 min. Instructional Blocks
- Ü Homework Link
- Ü Multiple Intelligence Focus
- Ü Honors Language Arts and Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Students/parents can expect to be treated with dignity/respect by school staff. The staff holds high academic/behavioral expectations for the children of each Connolly family and provides a program that allows their children to meet these standards.

Parents

Parents support the academic pursuits of their children as described in the Connolly Middle School Compact For Learning Parent Agreement. Parents understand the importance of being involved in all aspects of their child's education.

Transportation Policy

Our school follows a standardized district-wide policy on transportation safety/behavior. Violations of policies are referred to the school for corrective action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

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

Award/Honor	Year
Ü Rookie of the Year - Outstanding New Teacher	2006
Ü TD3 Impact Award Winner	2006
Ü District ELL Spelling Bee Winner	2006
Ü Tempe Diablos Teacher Excellence in Education	2004

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	299	1262	79327	98	99	98	510	501	518	22	26	19	22	24	20	42	40	46	13	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	635	38961	98	99	98	507	501	520	22	23	16	20	26	20	47	43	48	10	8	16
Male	137	627	40295	98	98	97	513	500	516	23	30	21	25	22	19	36	38	44	16	11	16
African American	36	152	4247	97	98	98	501	492	499	19	29	27	31	24	24	44	42	41	6	5	8
Hispanic	138	581	32327	98	98	98	504	490	499	28	33	27	20	26	25	41	36	41	12	6	8
Asian/Pacific Islander	13	45	1939	100	100	99	535	530	556	15	13	6	NA	13	10	69	53	47	15	20	36
American Indian/Alaskan Native	19	116	4391	95	99	96	489	483	489	32	40	32	32	27	27	37	31	36	NA	3	4
White	93	368	36373	99	99	98	522	524	538	15	13	10	25	21	14	41	48	52	19	18	25
Students with Disabilities	37	179	9321	86	90	87	463	454	467	59	68	54	19	17	22	16	13	21	5	2	3
Students without Disabilities	262	1083	70006	100	100	100	516	508	524	17	20	14	23	25	19	46	45	49	14	11	18
Limited English Proficient Students	44	217	9431	94	96	95	464	456	466	55	62	53	30	27	27	16	11	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	221	871	37097	97	98	97	503	490	498	26	32	27	24	27	25	41	35	41	10	6	7
Non-Economically Disadvantaged	78	391	42230	100	100	99	530	526	535	13	13	11	18	16	15	46	53	50	23	18	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	299	1261	79501	98	98	98	493	488	497	10	13	10	29	29	25	58	54	60	4	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	634	39062	98	99	99	497	492	502	9	11	8	27	27	23	57	57	64	7	5	5
Male	137	627	40368	98	98	98	487	484	491	11	15	13	31	31	27	58	51	57	1	3	3
African American	36	152	4279	97	98	99	489	485	485	8	13	14	36	30	30	56	57	54	NA	1	2
Hispanic	138	580	32389	98	98	98	484	476	478	12	17	16	33	34	34	52	46	48	3	2	1
Asian/Pacific Islander	13	45	1936	100	100	99	500	502	519	15	11	3	NA	18	14	77	64	73	8	7	9
American Indian/Alaskan Native	19	116	4401	95	99	96	475	472	473	5	18	17	47	39	40	47	43	43	NA	NA	1
White	93	368	36446	99	99	99	509	512	516	6	5	4	20	18	15	66	68	73	8	8	7
Students with Disabilities	37	177	9411	86	89	88	451	446	453	38	44	36	35	31	36	24	23	26	3	2	1
Students without Disabilities	262	1084	70090	100	100	100	498	494	502	6	8	7	28	28	24	62	59	65	4	4	5
Limited English Proficient Students	44	217	9401	94	96	94	446	439	443	34	41	40	52	48	46	14	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	221	871	37183	97	98	97	485	477	479	11	17	16	34	33	34	52	48	49	3	1	1
Non-Economically Disadvantaged	78	390	42318	100	100	99	515	513	513	5	4	5	14	19	17	73	67	70	8	9	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	298	1262	80000	98	99	99	567	549	564	2	4	3	11	18	11	74	69	75	13	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	637	39288	98	99	99	577	563	579	1	3	2	7	11	6	75	73	77	17	13	16
Male	136	625	40644	97	98	98	556	534	549	2	4	4	16	25	15	74	65	74	8	5	7
African American	36	151	4307	97	97	99	574	548	551	3	3	4	8	21	13	72	67	75	17	10	7
Hispanic	137	581	32672	97	98	99	559	536	548	2	5	4	15	21	14	70	69	76	12	5	6
Asian/Pacific Islander	13	45	1945	100	100	99	581	571	592	NA	NA	1	8	20	4	77	62	69	15	18	25
American Indian/Alaskan Native	19	116	4424	95	99	97	569	536	549	NA	5	3	NA	20	14	100	73	77	NA	2	5
White	93	369	36602	99	99	99	573	570	579	1	2	2	9	12	7	75	70	75	15	16	16
Students with Disabilities	36	179	9919	84	90	93	522	484	505	8	11	9	25	49	35	61	38	54	6	2	2
Students without Disabilities	262	1083	70081	100	100	100	573	558	571	1	2	2	9	13	7	76	74	79	14	10	12
Limited English Proficient Students	44	217	9571	94	96	96	513	487	502	5	12	10	39	42	29	57	47	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	220	870	37534	97	98	98	562	537	547	2	4	4	13	22	15	74	68	76	11	6	5
Non-Economically Disadvantaged	78	392	42466	100	100	100	582	575	578	1	2	2	6	9	7	74	72	75	18	17	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	342	1236	78546	100	99	97	525	523	543	24	24	15	23	24	18	47	46	52	7	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	175	609	38645	100	99	98	525	524	545	23	20	13	23	25	18	46	48	54	7	7	15
Male	167	627	39792	100	99	97	524	522	542	25	27	17	22	22	17	47	43	50	6	7	15
African American	41	170	4205	100	97	97	503	502	524	44	38	22	22	28	22	32	33	49	2	1	7
Hispanic	167	588	31177	100	99	97	515	516	524	28	26	22	23	25	23	46	45	48	4	4	7
Asian/Pacific Islander	13	33	1940	100	100	99	536	537	580	8	12	5	15	15	9	77	67	53	NA	6	33
American Indian/Alaskan Native	21	108	4689	100	100	95	525	512	515	10	25	28	48	32	25	38	39	43	5	4	4
White	99	336	36450	100	100	97	547	549	563	15	13	7	17	17	12	53	54	57	15	16	23
Students with Disabilities	47	163	8093	100	98	82	467	473	489	64	63	50	23	22	24	11	14	23	2	1	2
Students without Disabilities	295	1073	70453	100	99	100	533	530	549	18	18	11	22	24	17	53	50	56	7	8	16
Limited English Proficient Students	60	227	9323	100	100	94	477	485	491	58	52	47	23	28	28	18	20	24	NA	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	238	830	34694	100	99	96	514	512	524	29	29	23	24	27	23	44	41	48	3	3	7
Non-Economically Disadvantaged	104	406	43852	100	100	99	547	546	559	13	13	10	18	18	13	54	54	56	14	15	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	342	1237	79045	100	99	98	497	497	512	17	15	10	27	31	25	53	50	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	175	610	38860	100	99	98	504	505	519	16	11	7	22	29	22	58	56	62	4	4	8
Male	167	627	40075	100	99	97	490	490	505	17	18	12	32	34	28	47	44	54	4	3	6
African American	41	171	4250	100	97	98	480	477	500	24	27	12	32	34	31	44	39	54	NA	1	3
Hispanic	167	588	31314	100	99	98	489	488	493	20	16	16	29	37	34	49	45	48	2	2	2
Asian/Pacific Islander	13	33	1949	100	100	99	513	510	536	8	9	4	15	18	15	77	67	66	NA	6	15
American Indian/Alaskan Native	21	108	4719	100	100	96	490	487	489	14	16	15	33	34	39	52	50	45	NA	NA	2
White	99	336	36730	100	100	98	518	525	532	9	7	4	21	20	16	59	64	68	11	10	12
Students with Disabilities	47	164	8552	100	99	87	443	448	463	60	50	35	28	32	40	11	16	23	2	1	1
Students without Disabilities	295	1073	70493	100	99	100	505	504	517	10	9	7	26	31	24	59	55	62	4	4	8
Limited English Proficient Students	60	227	9355	100	100	95	450	456	456	52	37	37	33	47	48	15	16	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	238	831	34922	100	99	96	488	486	493	20	19	15	29	35	34	50	45	48	1	2	3
Non-Economically Disadvantaged	104	406	44123	100	100	99	517	519	527	10	6	6	21	25	18	59	62	66	11	8	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	342	1237	79657	100	99	99	552	550	566	4	4	3	13	14	8	82	81	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	175	610	39120	100	99	99	567	567	580	3	3	2	6	6	4	91	90	92	1	1	2
Male	167	627	40423	100	99	98	536	533	553	6	5	5	20	22	12	74	72	83	1	1	1
African American	41	171	4290	100	97	99	548	540	560	2	5	4	12	16	9	85	78	86	NA	1	1
Hispanic	167	589	31642	100	99	99	543	543	552	7	6	5	14	13	11	78	80	84	1	1	0
Asian/Pacific Islander	13	33	1948	100	100	99	549	550	589	8	6	1	8	6	3	85	88	91	NA	NA	4
American Indian/Alaskan Native	21	108	4760	100	100	97	560	549	547	NA	3	5	19	19	14	81	79	81	NA	NA	0
White	99	335	36929	100	99	99	568	567	579	1	1	2	10	13	5	88	85	91	1	1	2
Students with Disabilities	47	165	9069	100	99	92	499	490	508	6	12	11	51	41	30	43	46	58	NA	1	1
Students without Disabilities	295	1072	70588	100	99	100	560	558	573	4	3	2	6	9	5	89	87	91	1	1	1
Limited English Proficient Students	60	225	9521	100	99	96	496	499	507	18	15	13	27	24	24	55	61	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	238	830	35341	100	99	97	546	542	551	5	6	5	14	15	12	81	79	83	NA	1	0
Non-Economically Disadvantaged	104	407	44316	100	100	100	567	565	578	2	1	2	10	12	5	87	86	90	2	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	324	1255	78400	100	100	97	535	529	554	39	39	21	19	22	19	31	32	47	10	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	617	38686	100	100	98	541	531	554	32	36	20	23	26	20	33	31	49	12	8	12
Male	172	638	39636	100	100	96	529	527	554	44	42	23	16	19	18	30	33	46	9	7	13
African American	38	151	4193	100	99	97	510	512	533	58	49	32	13	26	23	24	23	40	5	1	5
Hispanic	148	571	30732	100	100	97	516	515	534	49	47	31	20	25	24	27	26	40	4	3	5
Asian/Pacific Islander	14	54	1827	100	100	99	594	556	594	21	28	8	NA	11	12	43	46	49	36	15	31
American Indian/Alaskan Native	14	99	4536	100	99	95	515	508	528	57	56	35	7	15	25	29	28	37	7	1	4
White	110	379	37038	100	100	97	563	558	575	17	19	11	25	21	14	39	44	56	18	16	19
Students with Disabilities	52	181	7840	100	100	81	476	480	498	81	77	60	6	9	18	12	13	20	2	1	2
Students without Disabilities	272	1074	70560	100	100	99	545	537	560	31	32	17	22	25	19	35	35	50	12	8	14
Limited English Proficient Students	43	226	8956	100	100	95	484	487	502	79	72	56	9	19	25	12	8	18	NA	0	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	207	783	33014	100	99	95	515	514	534	49	48	31	16	21	24	31	28	40	3	3	5
Non-Economically Disadvantaged	117	472	45386	100	100	99	570	553	569	20	23	15	25	25	15	32	38	52	24	15	18

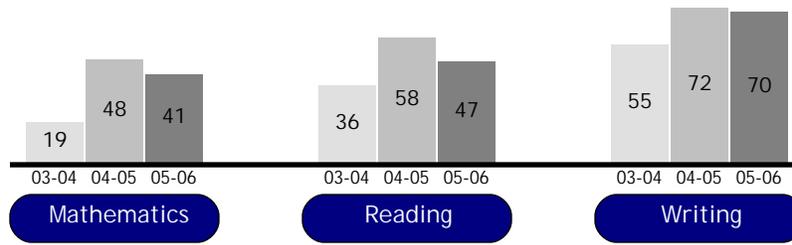
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	324	1256	79179	100	100	98	500	500	519	23	20	11	31	34	27	44	44	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	617	38974	100	100	99	509	506	524	16	16	8	33	34	25	47	46	61	5	5	5
Male	172	639	40124	100	100	97	492	493	513	28	24	13	29	33	28	41	41	54	1	2	4
African American	38	151	4243	100	99	98	490	493	506	32	23	14	18	30	32	50	46	51	NA	1	3
Hispanic	148	571	30987	100	100	98	482	485	498	32	26	17	39	41	36	26	31	45	3	2	1
Asian/Pacific Islander	14	54	1832	100	100	99	535	515	543	7	19	4	14	19	17	79	57	69	NA	6	10
American Indian/Alaskan Native	14	99	4573	100	99	96	502	490	494	14	21	16	36	36	41	43	40	42	7	2	1
White	110	380	37467	100	100	98	523	525	539	10	8	5	25	26	17	61	61	70	4	6	8
Students with Disabilities	52	183	8567	100	100	88	451	456	467	63	51	39	15	31	38	21	17	22	NA	1	1
Students without Disabilities	272	1073	70612	100	100	99	508	506	524	15	14	7	34	34	25	48	48	62	3	3	5
Limited English Proficient Students	43	226	9013	100	100	95	445	452	461	60	54	40	35	41	48	5	4	12	NA	1	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	207	784	33345	100	99	96	485	486	499	29	26	17	35	37	36	34	36	46	1	1	1
Non-Economically Disadvantaged	117	472	45834	100	100	99	526	522	533	10	9	7	24	28	19	61	57	67	5	6	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	323	1258	79734	100	100	99	542	532	554	3	5	3	26	32	19	70	63	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	619	39243	100	100	99	561	547	568	1	3	2	19	24	12	80	73	85	NA	0	1
Male	171	639	40413	100	100	98	525	517	541	6	6	4	33	41	26	61	53	70	NA	NA	0
African American	38	152	4285	100	99	99	525	528	548	8	3	3	37	39	22	55	58	74	NA	NA	0
Hispanic	148	571	31254	100	100	99	530	520	539	3	6	5	33	37	25	64	57	70	NA	NA	0
Asian/Pacific Islander	14	54	1837	100	100	99	588	549	579	NA	9	1	NA	9	9	100	81	87	NA	NA	2
American Indian/Alaskan Native	13	99	4613	93	99	97	512	519	535	8	5	4	31	39	29	62	56	67	NA	NA	0
White	110	381	37668	100	100	99	561	552	569	2	1	1	16	24	13	82	74	85	NA	1	1
Students with Disabilities	52	182	8943	100	100	92	478	481	495	17	12	11	52	59	51	31	29	38	NA	NA	1
Students without Disabilities	271	1076	70791	100	100	100	553	540	561	1	3	2	21	28	15	78	69	83	NA	0	0
Limited English Proficient Students	43	226	9138	100	100	97	491	477	492	5	17	13	67	54	46	28	30	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	206	784	33718	100	99	97	531	520	538	3	6	5	33	38	26	63	57	69	NA	NA	0
Non-Economically Disadvantaged	117	474	46016	100	100	100	560	551	567	3	3	2	14	23	14	83	74	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?	Y
	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	96	52	NA	56	99	47	45	51	97	54	50	56
	Language	97	44	38	48	99	44	42	47	96	46	43	50
	Mathematics	97	67	56	66	99	52	46	52	97	56	46	58
7	Reading	97	52	NA	54	100	41	40	50	99	41	43	54
	Language	100	53	50	58	100	48	45	52	99	48	48	58
	Mathematics	100	48	50	62	99	44	41	50	99	41	41	54
8	Reading	97	50	NA	55	98	47	44	51	100	46	46	58
	Language	97	43	41	52	98	46	44	50	100	44	44	56
	Mathematics	97	52	48	61	98	44	43	53	100	44	41	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/

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)
- 8 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Staff Development
- Ü School-Wide Planning/Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	60.50
Other Professional Staff	8.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	6	0	0
10 or more years	8	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	253
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Two Full-size Gyms
- Ü Math/Science Computer Lab
- Ü Writing Computer Lab
- Ü Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Academic Clubs
- Ü Wide Range of Athletic Sports
- Ü Homework Coaching
- Ü Chicanos Por La Causa (CPLC)
- Ü Open Gym
- Ü Coca-Cola Valued Youth Program

Social Services

- Ü Parent Welcome Center
- Ü Adult Education
- Ü Before School Breakfast Program
- Ü Free/Reduced Lunch Program
- Ü Full-time Parent Liaison
- Ü Health Office
- Ü Dental Screening / Counseling Groups
- Ü Intevention Team

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Connolly Middle School provides an onsite summer honors science program.

- ü Connolly Middle School continues the Character Counts and the Bully Prevention Programs.

- ü Improved parent satisfaction as measured by a comparison of fall and spring surveys. Improved student attendance rate-96% of CMS students were in school everyday.

- ü Participated in the Word Master's National Analogy Competition

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	59	89	88	73
Graduation Rate ⁶	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

Silent Witness Hotline; Staff and Student ID badges; security lighting/fencing around campus; emergency drills/procedures are routinely practiced; Police School Resource Officer & School Safety Mentor on campus; Mediation/Character Counts/Bully Prevention Programs/Teen Court/School-Wide Safety Hall Talks.

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) :

1

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	Kathryn J. Mullery	(480) 967-8933
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Mary Sorensen	(480) 967-8933
School Nutrition Programs	Carol Harris	(480) 967-8933
Parent Organization	Gretchen Larsen	(480) 967-8933
Student Health/Nurse	Theresa Busch	(480) 967-8933

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.

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.

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. 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.

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