



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1600 E Watson Dr, Tempe, AZ 85283

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)

2004-05	Performing
2003-04	Highly Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Reynaldo Cruz
 Schedule : 07:00 AM to 03:30 PM
 Grades : 6-8
 2005 Enrollment : 952
 Web Address : www.tempeschools.org/fees
 Phone Number : (480) 897-6063
 Fax Number : (480) 838-0853
 E-mail : rcruz@tempeschools.org

Mission

Professional staff and supportive families will work collaboratively to ensure the academic, emotional and social development of our students. Instruction and curriculum is aligned to state standards.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 1

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

School / Academic Goals

- ü Improve Reading scores on the new AIMS Test.
- ü Improve Math scores on the new AIMS Test.
- ü Increase the number of students meeting and exceeding the AIMS standards.
- ü Reduce the number of students who fall far below the AIMS standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 1016
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 83

Instructional Programs

- ü Honors Classes
- ü Computer Labs
- ü Sheltered English Immersion
- ü On-site Special Education, PALS
- ü Native American Education
- ü Daily P.E., Art, Spanish, Comp. classes
- ü Daily Music, Industrial Tech classes
- ü Daily Fam and Consumer Science Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide a variety of opportunities for parental involvement. We engage in regular written and oral communication with parents in the appropriate language. This communication includes information regarding students' programs of study and district/school rules.

Parents

Parents are asked to ensure their child's daily and punctual attendance. Parent responsibilities include establishing a time and place for homework and studying; monitoring students' reading 30 minutes; checking the student planner; supporting the school's rules and dress code; interacting with others in a respectful manner.

Transportation Policy

Fees follows a standardized district-wide policy on transportation safety and behavior. Violations of policies are referred to the school for corrective or disciplinary action. Busing boundaries 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 Tempe Diablos Educational Excellence Awards	2002
ü MedTronics Star Grant Recipient	2003
ü Chase Manhattan Educator Award (2)	2003
ü 21st Century Community Learning Center	2001

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	356	1313	78250	99	100	99	518	525	548	39	34	21	20	22	18	36	37	48	5	6	13
All Students (Prior Year)	332	1312	75001	98	100	99	454	452	468	50	53	37	33	30	36	10	9	16	8	8	10
Female	184	654	38071	99	100	99	512	522	549	38	35	20	20	22	19	38	38	49	4	5	12
Male	172	659	40126	99	100	99	523	528	547	41	34	23	20	21	17	34	37	46	6	8	14
African American	36	194	4058	100	100	99	492	512	523	43	44	32	27	21	22	30	34	41	0	2	5
Hispanic	135	556	29129	99	100	99	503	508	527	53	45	32	21	25	23	26	28	40	1	2	6
Asian/Pacific Islander	13	49	1747	100	100	100	573	548	589	11	24	9	11	20	9	56	44	50	22	12	32
American Indian/Alaskan Native	60	94	4996	91	96	100	499	510	518	48	45	36	23	20	25	27	34	36	2	1	4
White	112	420	38320	98	99	99	546	553	568	20	16	12	16	19	14	52	50	55	11	15	19
Students with Disabilities	38	161	9329	100	100	100	396	437	454	85	74	64	6	16	18	9	10	16	0	1	2
Students without Disabilities	318	1152	68996	99	100	99	531	537	561	34	29	16	22	23	18	39	41	52	6	7	14
Limited English Proficient Students	51	226	10133	100	100	100	459	477	488	61	57	45	24	26	25	15	17	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	165	701	33388	95	96	94	507	511	530	48	45	32	23	25	22	28	28	40	1	1	5
Non-Economically Disadvantaged	191	612	44937	100	100	100	526	540	561	32	22	13	17	19	15	43	47	54	9	12	18

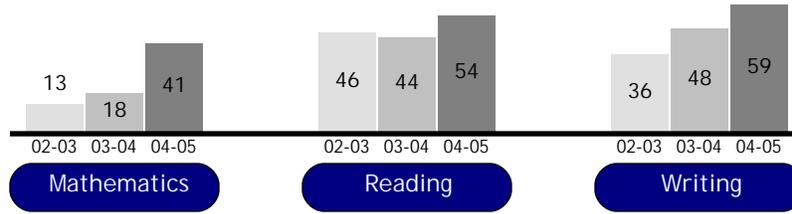
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	355	1313	78302	99	0	99	495	495	512	17	18	11	29	30	25	50	49	57	4	3	7
All Students (Prior Year)	332	1311	74918	98	100	99	488	484	497	41	43	32	15	19	19	31	26	35	13	12	15
Female	183	654	38082	99	0	99	494	499	518	15	15	8	28	28	24	52	53	61	5	4	7
Male	172	659	40166	99	0	99	496	492	507	19	21	14	31	32	26	48	45	54	3	3	6
African American	36	194	4064	100	0	100	472	490	498	20	21	14	30	31	29	50	49	54	0	0	3
Hispanic	135	556	29152	99	0	99	484	478	492	23	24	17	33	37	34	42	37	46	2	1	2
Asian/Pacific Islander	13	49	1746	100	0	100	532	513	542	0	10	5	33	32	13	67	51	66	0	7	16
American Indian/Alaskan Native	60	94	4993	91	0	100	476	481	484	23	22	19	39	38	38	36	38	42	2	2	1
White	111	420	38347	97	0	99	521	521	531	7	8	5	18	19	17	65	67	68	10	6	10
Students with Disabilities	37	160	9353	100	0	100	379	411	429	59	56	40	25	30	38	16	14	22	0	0	1
Students without Disabilities	318	1153	69024	99	0	99	508	507	524	12	12	7	30	30	23	54	54	62	5	4	7
Limited English Proficient Students	51	226	10140	100	0	100	438	445	451	31	36	28	45	43	43	24	21	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	165	700	33398	95	0	94	484	481	495	29	27	18	28	36	35	44	36	46	0	1	2
Non-Economically Disadvantaged	190	613	44979	100	0	100	504	511	525	7	7	6	30	23	18	55	64	66	8	6	10

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	354	1312	78094	99	100	99	515	524	545	3	5	3	39	31	18	57	62	77	2	2	2
All Students (Prior Year)	332	1309	74503	98	100	99	470	468	491	13	15	9	40	37	32	43	43	51	5	5	8
Female	183	654	38025	99	100	99	524	535	558	2	3	2	31	27	13	64	69	82	2	2	2
Male	171	657	40013	98	100	99	506	512	534	4	7	5	47	36	23	49	56	71	1	1	1
African American	36	193	4037	100	100	99	492	524	532	0	5	4	37	24	22	63	70	73	0	2	1
Hispanic	133	555	29068	98	100	99	499	502	523	6	7	5	50	41	27	45	51	67	0	0	1
Asian/Pacific Islander	13	49	1743	100	100	100	564	539	577	11	10	2	22	24	9	44	59	82	22	7	8
American Indian/Alaskan Native	60	94	4981	91	96	100	500	510	526	2	3	4	45	38	25	54	59	70	0	0	0
White	112	421	38265	98	100	99	543	553	564	1	1	2	25	20	11	71	75	84	3	3	3
Students with Disabilities	38	162	9275	100	100	100	396	430	444	12	13	14	64	60	46	24	27	39	0	0	1
Students without Disabilities	316	1150	68892	98	100	98	529	537	559	2	4	2	36	27	14	60	67	82	2	2	2
Limited English Proficient Students	51	226	10084	100	100	100	451	459	474	8	13	10	63	53	39	30	34	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	163	699	33296	94	96	94	500	507	527	3	7	5	50	40	27	47	53	67	0	0	0
Non-Economically Disadvantaged	191	613	44871	100	100	100	527	542	559	3	2	2	29	22	12	65	73	84	3	3	3

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

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

8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	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 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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	49	47	53	95	51	NA	56	96	44	45	51
	Language	98	40	38	45	97	40	38	48	96	39	42	47
	Mathematics	97	54	53	62	98	55	56	66	97	40	46	52
7	Reading	94	51	45	51	95	52	NA	54	97	42	40	50
	Language	96	52	47	54	96	51	50	58	97	47	45	52
	Mathematics	96	49	46	58	96	50	50	62	96	41	41	50
8	Reading	98	48	45	53	97	50	NA	55	97	46	44	51
	Language	97	40	38	49	98	44	41	52	97	43	44	50
	Mathematics	98	44	48	58	97	47	48	61	98	41	43	53

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

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 9 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Instructional Strategies
- ü School Safety Issues
- ü Parent/Educator Relations
- ü Budget Expenditures
- ü Multicultural Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	66.00
Other Professional Staff	5.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	8	0	0
4 to 6 years	4	3	0	0
7 to 9 years	5	0	0	0
10 or more years	9	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	300
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab--Writing
- ü One Computerized Library/Media Center
- ü Computer Lab--Math/Science
- ü Computer Lab--Industrial Tech

Extracurricular Activities

- ü National Junior Honor Society
- ü Swing Choir, After School Clubs
- ü Soccer/Cross Country/Girls Volleyball
- ü Wrestling/Boys Basketball/Girls Softball
- ü Girls Basketball/Boys Baseball
- ü Student Council
- ü City of Tempe Sports Teams
- ü Spirit Line

Social Services

- ü School/Business Partnerships
- ü Title I Instructional Programs
- ü Parent Programs
- ü Breakfast/Lunch Programs
- ü Counseling
- ü After School Tutoring

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Title I schoolwide program: PTSA development/training; parenting classes; enhanced staff development; summer school scholarships; curriculum/goals development; teacher collaboration.

- ü Tutoring; community collaboration

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	85	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Campus safety programs include such features as establishing a Safety Cadre and posting a Crisis Management Plan in every room. Procedures are reviewed & emergency drills practiced. A Safety Officer and Police Liaison monitor the campus daily.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

14

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	Reynaldo Cruz	(480) 897-6063
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Kristen Schafer	(480) 897-6063
School Nutrition Programs	Michelle Docherty	(480) 897-6063
Parent Organization	Karin Moffitt	(480) 897-6063
Student Health/Nurse	JoAnne Adey	(480) 897-6063

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."

ACHIEVEMENT PROFILES

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

** 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.