

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

13808 S. 36th Street, Phoenix, AZ 85044

Kyrene Elementary 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	Excelling
2004-05	Excelling
2003-04	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Katherine J. Cranson-Miller
 Schedule : 07:45 AM to 04:15 PM
 Grades : 6-8
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2500
 Fax Number : (480) 496-6110
 E-mail : kcrans@kyrene.org

Mission

Kyrene School District seeks to inspire and engage our diverse community of students, staff, families and citizens to ensure continuous academic achievement and personal growth for every student. Centennial Middle School is a community partnership dedicated to achieving the educational goals of our students, while addressing their emotional and social needs, in a mutually respectful and safe environment that promotes lifelong learning.

School / Academic Goals

- ü Student Achievement--As Centennial Middle School students are promoted to high school they will have acquired a high level of academic preparedness.
- ü Safe Schools--Centennial Middle School students will demonstrate a high level of appropriate individual student conduct.
- ü CMS students will demonstrate increased proficiency in the areas of math, reading and writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 1168
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 81

Instructional Programs

- Ü Middle School Model/Teaming
- Ü Lang. Arts/Rdg/Math Reg. and Adv.
- Ü Social Studies and Science
- Ü On Site Special Education Program
- Ü Academic Lab
- Ü Art, Theatre, Computers, FACS
- Ü Band, Chorus, Orchestra
- Ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The staff at CMS is committed to meeting the individual needs of each child and recognizes parents as key to this endeavor. Staff are committed to creating a supportive and challenging learning environment in which academic excellence is achieved.

Parents

Learning requires a partnership of parents, students and staff. Parents are encouraged to attend school functions; communicate frequently with their child's teachers; monitor their child's progress; and volunteer time to help improve their school.

Transportation Policy

KSD provides bus transportation for students who live one and a half miles or more from school and who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
Ü AZ Dept. of Ed. Excelling School Label	2005
Ü Teacher Recipients of Excellence	2005
Ü Band, Chorus, Orchestra, Athletics Awards	2005
Ü State Knowledge Masters Rating	2005

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	366	2109	79327	96	97	98	541	557	518	11	6	19	17	11	20	40	44	46	31	38	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	183	1061	38961	97	97	98	543	560	520	10	5	16	17	11	20	40	45	48	32	39	16
Male	183	1047	40295	95	97	97	539	554	516	13	8	21	17	12	19	39	43	44	31	37	16
African American	40	178	4247	91	94	98	504	519	499	18	17	27	25	21	24	50	45	41	8	17	8
Hispanic	57	303	32327	90	95	98	520	536	499	16	8	27	23	17	25	42	51	41	19	23	8
Asian/Pacific Islander	10	161	1939	100	98	99	NA	594	556	NA	2	6	NA	4	10	NA	32	47	NA	62	36
American Indian/Alaskan Native	NC	56	4391	NC	95	96	NC	510	489	NC	18	32	NC	30	27	NC	41	36	NC	11	4
White	251	1411	36373	98	98	98	552	564	538	9	5	10	15	9	14	38	44	52	38	42	25
Students with Disabilities	30	189	9321	67	79	87	490	484	467	37	38	54	23	30	22	30	25	21	10	7	3
Students without Disabilities	336	1920	70006	100	100	100	546	564	524	9	3	14	17	9	19	41	46	49	33	41	18
Limited English Proficient Students	NC	17	9431	NC	85	95	NC	500	466	NC	29	53	NC	29	27	NC	29	18	NC	12	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	78	375	37097	92	94	97	510	517	498	21	16	27	28	25	25	38	41	41	13	17	7
Non-Economically Disadvantaged	288	1734	42230	97	98	99	550	565	535	9	4	11	15	8	15	40	45	50	36	42	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	376	2118	79501	98	98	98	518	524	497	4	3	10	17	13	25	70	74	60	8	11	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	1067	39062	99	98	99	523	529	502	3	1	8	16	11	23	72	75	64	9	13	5
Male	189	1050	40368	98	97	98	513	518	491	5	4	13	19	15	27	69	73	57	7	9	3
African American	43	184	4279	98	97	99	494	501	485	5	6	14	37	26	30	58	66	54	NA	3	2
Hispanic	61	311	32389	97	97	98	503	508	478	5	5	16	28	19	34	62	70	48	5	6	1
Asian/Pacific Islander	10	160	1936	100	98	99	NA	540	519	NA	1	3	NA	6	14	NA	75	73	NA	19	9
American Indian/Alaskan Native	NC	55	4401	NC	93	96	NC	486	473	NC	4	17	NC	42	40	NC	49	43	NC	5	1
White	254	1408	36446	99	98	99	527	530	516	4	2	4	10	10	15	76	76	73	11	12	7
Students with Disabilities	39	196	9411	87	82	88	473	472	453	15	15	36	36	42	36	49	42	26	NA	1	1
Students without Disabilities	337	1922	70090	100	100	100	523	529	502	3	1	7	15	10	24	73	77	65	9	12	5
Limited English Proficient Students	NC	18	9401	NC	90	94	NC	453	443	NC	28	40	NC	50	46	NC	22	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	82	382	37183	96	96	97	496	495	479	6	8	16	34	29	34	57	59	49	2	4	1
Non-Economically Disadvantaged	294	1736	42318	99	98	99	524	530	513	3	1	5	13	9	17	74	77	70	10	12	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	378	2121	80000	99	98	99	583	587	564	1	1	3	6	4	11	75	76	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	188	1070	39288	99	98	99	601	601	579	NA	1	2	3	1	6	72	73	77	26	25	16
Male	190	1050	40644	98	97	98	564	572	549	2	1	4	9	8	15	78	80	74	11	12	7
African American	43	182	4307	98	96	99	571	571	551	NA	2	4	9	7	13	86	83	75	5	8	7
Hispanic	60	311	32672	95	97	99	574	576	548	NA	1	4	8	7	14	78	81	76	13	12	6
Asian/Pacific Islander	10	160	1945	100	98	99	NA	612	592	NA	1	1	NA	2	4	NA	61	69	NA	37	25
American Indian/Alaskan Native	NC	57	4424	NC	97	97	NC	549	549	NC	5	3	NC	12	14	NC	79	77	NC	4	5
White	257	1411	36602	100	98	99	587	589	579	2	1	2	5	3	7	71	76	75	22	20	16
Students with Disabilities	42	198	9919	93	83	93	518	526	505	7	5	9	26	25	35	64	68	54	2	2	2
Students without Disabilities	336	1923	70081	100	100	100	591	592	571	0	1	2	4	2	7	76	77	79	20	20	12
Limited English Proficient Students	NC	18	9571	NC	90	96	NC	492	502	NC	11	10	NC	28	29	NC	61	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	83	383	37534	98	96	98	559	558	547	2	3	4	12	9	15	81	83	76	5	5	5
Non-Economically Disadvantaged	295	1738	42466	99	98	100	589	593	578	1	0	2	4	3	7	73	75	75	22	21	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	391	2223	78546	97	98	97	576	585	543	6	3	15	7	6	18	57	53	52	30	38	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	193	1077	38645	97	98	98	577	584	545	4	3	13	8	6	18	59	55	54	30	36	15
Male	198	1146	39792	98	98	97	575	586	542	7	4	17	7	6	17	55	51	50	31	39	15
African American	48	172	4205	92	96	97	544	551	524	10	9	22	15	13	22	63	63	49	13	15	7
Hispanic	75	325	31177	97	96	97	562	564	524	5	5	22	12	11	23	65	63	48	17	22	7
Asian/Pacific Islander	16	171	1940	100	99	99	613	620	580	NA	1	5	6	2	9	38	35	53	56	63	33
American Indian/Alaskan Native	15	59	4689	100	98	95	555	555	515	7	5	28	13	15	25	67	61	43	13	19	4
White	237	1496	36450	98	99	97	585	591	563	5	2	7	4	4	12	53	52	57	38	41	23
Students with Disabilities	32	168	8093	74	81	82	505	520	489	41	25	50	22	26	24	28	41	23	9	8	2
Students without Disabilities	359	2055	70453	100	100	100	581	590	549	3	1	11	6	4	17	59	54	56	32	40	16
Limited English Proficient Students	NC	36	9323	NC	97	94	NC	538	491	NC	19	47	NC	25	28	NC	44	24	NC	11	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	87	346	34694	95	94	96	548	553	524	9	7	23	14	14	23	61	63	48	16	16	7
Non-Economically Disadvantaged	304	1877	43852	98	99	99	584	591	559	5	2	10	6	5	13	55	51	56	35	42	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	396	2230	79045	99	98	98	537	544	512	4	2	10	16	11	25	65	69	58	15	18	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	1084	38860	99	99	98	542	549	519	2	1	7	13	9	22	68	70	62	17	20	8
Male	199	1146	40075	99	98	97	531	540	505	7	3	12	18	13	28	63	68	54	12	16	6
African American	50	174	4250	96	97	98	501	517	500	14	7	12	30	20	31	52	68	54	4	4	3
Hispanic	75	326	31314	97	96	98	527	528	493	4	2	16	21	21	34	64	67	48	11	10	2
Asian/Pacific Islander	16	171	1949	100	99	99	562	562	536	6	2	4	6	8	15	56	58	66	31	32	15
American Indian/Alaskan Native	15	59	4719	100	98	96	528	523	489	NA	NA	15	20	20	39	67	69	45	13	10	2
White	240	1500	36730	99	99	98	546	550	532	3	1	4	11	8	16	69	71	68	17	20	12
Students with Disabilities	37	174	8552	86	84	87	476	486	463	30	18	35	24	37	40	43	41	23	3	4	1
Students without Disabilities	359	2056	70493	100	100	100	542	549	517	2	1	7	15	9	24	68	71	62	16	19	8
Limited English Proficient Students	NC	36	9355	NC	97	95	NC	471	456	NC	22	37	NC	53	48	NC	25	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	89	349	34922	97	95	96	514	520	493	9	5	15	22	21	34	65	68	48	3	6	3
Non-Economically Disadvantaged	307	1881	44123	99	99	99	543	549	527	3	2	6	14	9	18	65	69	66	18	20	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	399	2240	79657	99	99	99	586	590	566	0	0	3	3	3	8	95	95	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	198	1087	39120	99	99	99	592	597	580	NA	0	2	3	1	4	95	96	92	2	3	2
Male	201	1153	40423	100	98	98	579	583	553	0	1	5	4	4	12	94	94	83	1	2	1
African American	52	176	4290	100	98	99	570	574	560	NA	2	4	6	5	9	92	92	86	2	1	1
Hispanic	76	336	31642	99	99	99	587	585	552	1	0	5	1	4	11	97	94	84	NA	2	0
Asian/Pacific Islander	16	171	1948	100	99	99	596	605	589	NA	1	1	6	2	3	88	90	91	6	7	4
American Indian/Alaskan Native	15	60	4760	100	100	97	585	577	547	NA	NA	5	7	8	14	87	90	81	7	2	0
White	240	1497	36929	99	99	99	588	592	579	NA	0	2	3	2	5	95	96	91	2	2	2
Students with Disabilities	40	183	9069	93	88	92	533	540	508	3	3	11	15	15	30	80	80	58	3	2	1
Students without Disabilities	359	2057	70588	100	100	100	591	594	573	NA	0	2	2	1	5	96	96	91	2	2	1
Limited English Proficient Students	NC	37	9521	NC	100	96	NC	522	507	NC	5	13	NC	27	24	NC	68	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	91	358	35341	99	97	97	574	573	551	NA	1	5	4	7	12	95	92	83	1	1	0
Non-Economically Disadvantaged	308	1882	44316	99	99	100	589	593	578	0	0	2	3	2	5	95	95	90	2	3	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	366	2312	78400	96	97	97	583	591	554	10	7	21	12	11	19	54	53	47	24	29	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	1129	38686	97	98	98	580	591	554	10	6	20	12	11	20	57	54	49	21	29	12
Male	192	1183	39636	96	96	96	585	591	554	11	8	23	12	11	18	51	52	46	26	29	13
African American	34	175	4193	100	97	97	532	554	533	38	18	32	15	18	23	44	55	40	3	9	5
Hispanic	65	338	30732	94	95	97	563	566	534	14	12	31	17	18	24	57	55	40	12	15	5
Asian/Pacific Islander	13	155	1827	100	97	99	578	629	594	15	3	8	15	6	12	46	35	49	23	55	31
American Indian/Alaskan Native	NC	53	4536	NC	88	95	NC	553	528	NC	17	35	NC	23	25	NC	51	37	NC	9	4
White	248	1591	37038	96	97	97	595	598	575	6	5	11	9	9	14	55	54	56	30	32	19
Students with Disabilities	24	147	7840	59	67	81	510	512	498	46	47	60	29	23	18	21	28	20	4	2	2
Students without Disabilities	342	2165	70560	100	100	99	587	596	560	8	4	17	11	10	19	56	55	50	25	30	14
Limited English Proficient Students	NC	28	8956	NC	97	95	NC	537	502	NC	32	56	NC	18	25	NC	43	18	NC	7	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	62	333	33014	89	93	95	549	552	534	23	18	31	16	22	24	52	50	40	10	10	5
Non-Economically Disadvantaged	304	1979	45386	98	97	99	589	597	569	8	5	15	11	9	15	54	54	52	27	32	18

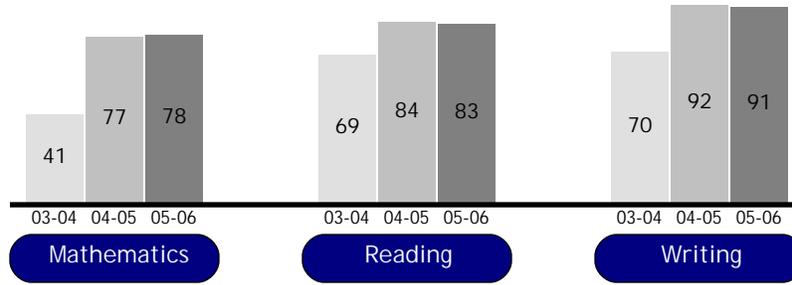
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	380	2351	79179	100	98	98	548	550	519	3	3	11	14	13	27	71	72	58	12	12	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	179	1144	38974	99	99	99	550	555	524	2	2	8	10	11	25	78	74	61	10	13	5
Male	201	1207	40124	100	98	97	547	545	513	5	5	13	17	15	28	65	69	54	13	11	4
African American	35	180	4243	100	99	98	525	525	506	3	7	14	26	22	32	71	64	51	NA	6	3
Hispanic	70	349	30987	100	99	98	531	531	498	4	5	17	20	22	36	71	67	45	4	6	1
Asian/Pacific Islander	13	158	1832	100	99	99	533	565	543	8	4	4	15	8	17	69	70	69	8	19	10
American Indian/Alaskan Native	NC	55	4573	NC	92	96	NC	504	494	NC	13	16	NC	33	41	NC	51	42	NC	4	1
White	255	1609	37467	98	98	98	558	557	539	3	2	5	9	10	17	72	74	70	16	14	8
Students with Disabilities	38	187	8567	93	86	88	486	483	467	18	21	39	47	47	38	34	30	22	NA	1	1
Students without Disabilities	342	2164	70612	100	100	99	555	555	524	2	2	7	10	10	25	75	75	62	13	13	5
Limited English Proficient Students	NC	28	9013	NC	97	95	NC	473	461	NC	32	40	NC	50	48	NC	18	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	68	347	33345	97	97	96	520	518	499	7	7	17	24	30	36	69	59	46	NA	3	1
Non-Economically Disadvantaged	312	2004	45834	100	99	99	554	555	533	3	2	7	12	10	19	72	74	67	14	14	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	380	2353	79734	100	98	99	582	579	554	1	0	3	8	10	19	91	88	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	180	1148	39243	100	99	99	594	592	568	NA	0	2	4	5	12	95	93	85	1	1	1
Male	200	1205	40413	100	98	98	572	566	541	1	1	4	12	15	26	88	84	70	NA	0	0
African American	35	181	4285	100	100	99	570	560	548	NA	NA	3	11	18	22	89	82	74	NA	1	0
Hispanic	70	351	31254	100	99	99	577	567	539	NA	1	5	9	15	25	91	85	70	NA	NA	0
Asian/Pacific Islander	13	157	1837	100	98	99	600	597	579	NA	NA	1	NA	6	9	100	93	87	NA	1	2
American Indian/Alaskan Native	NC	54	4613	NC	90	97	NC	544	535	NC	4	4	NC	24	29	NC	72	67	NC	NA	0
White	255	1610	37668	98	98	99	585	583	569	1	0	1	8	8	13	91	90	85	0	1	1
Students with Disabilities	39	190	8943	95	87	92	518	515	495	5	5	11	44	43	51	51	52	38	NA	1	1
Students without Disabilities	341	2163	70791	100	100	100	589	584	561	NA	0	2	4	7	15	96	92	83	0	1	0
Limited English Proficient Students	NC	28	9138	NC	97	97	NC	517	492	NC	7	13	NC	36	46	NC	57	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	69	348	33718	99	97	97	563	553	538	1	1	5	17	22	26	81	77	69	NA	0	0
Non-Economically Disadvantaged	311	2005	46016	100	99	100	587	584	567	0	0	2	6	8	14	93	90	84	0	1	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?	Y
	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	99	74	NA	56	100	63	66	51	98	70	75	56
	Language	99	64	65	48	100	58	63	47	99	61	68	50
	Mathematics	99	81	84	66	99	63	70	52	96	70	78	58
7	Reading	100	72	NA	54	99	65	66	50	97	70	76	54
	Language	100	77	77	58	99	67	68	52	98	72	76	58
	Mathematics	100	76	80	62	98	63	66	50	96	72	76	54
8	Reading	99	70	NA	55	99	66	68	51	99	75	75	58
	Language	99	70	70	52	99	62	66	50	99	67	70	56
	Mathematics	99	73	75	61	99	65	69	53	95	73	76	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

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

Council Duties

- Ü Student Achievement
- Ü Communication/Membership
- Ü Student Conduct
- Ü School Safety
- Ü Oversees General Tax Credit \$
- Ü Parent Education

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	58.50
Other Professional Staff	5.40	Teacher Aide	9.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	4	6	0	0
7 to 9 years	7	3	0	0
10 or more years	14	18	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	294
Teachers with Emergency Certification.	12
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü State-of-the-Art Library/Media Center
- Ü Windows Platform Computer Tech Labs (4)
- Ü Gymnasium/Multipurpose Room
- Ü Athletic Fields

Extracurricular Activities

- Ü Student Council
- Ü Middle School Athletics
- Ü Knowledge Masters
- Ü Yearbook/Newspaper
- Ü Learning Lab
- Ü Achievement and Character for Excellence
- Ü Family and Consumer Science Club
- Ü Centennial News Show

Social Services

- Ü Parenting Workshops
- Ü Preventiom Services
- Ü National Free/Reduced Lunch/Breakfast
- Ü Character Education
- Ü District Family Resource Center
- Ü Health Services
- Ü City of Phoenix/YMCA Programs
- Ü School Resource Officer

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students were taught the six pillars of characters through Character Counts. Many students were awarded with 'Caught in the Act' coupons and buttons. Some students were awarded the Character Counts Students of the Week recognition.

- ü Student use of a daily agenda planner was continued to assist students with organization and academic preparedness.

- ü Students attended Minitown Camp learning about acceptance of others, diversity and self esteem.

- ü 'Character Counts' program was introduced to staff through staff development efforts. School wide implementation took place 2004-2005 and continues to be a part of Centennial.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	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

Four serious incidents resulted in a police report and all resulted in a short term suspension or alternative placement. CMS recognizes the importance of teaching young adolescents personal responsibility. Character Education was implemented at CMS in the fall of 2004. All students and staff participated as a part of ensuring a safe and healthy learning environment. CMS has a school handbook and the support of a Safe Schools Prevention Specialist and 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) :

4

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	Katherine J. Cranson-Miller	(480) 783-2500
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Susan Clark	(480) 783-2596
Parent Organization	Tessa Richards	(480) 785-2098
Student Health/Nurse	Michelle Cartledge	(480) 783-2584

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.

Footnotes

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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** 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.