



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

350 S. Harrison, Tucson, AZ 85748

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Kathleen Scheppe
Schedule : 07:00 AM to 04:00 PM
Grades : 6-8
Web Address : edweb.tusd.k12.az.us/Gridley/
Phone Number : (520) 731-4600
Fax Number : (520) 731-4601
E-mail : Kathleen.Scheppe@tusd1.org

Mission

Gridley Middle School is a learning community that values each student's potential to achieve high academic standards in a safe and nurturing environment. Gridley supports teamwork among students, staff, parents, and the community to achieve common goals.

Gridley Middle School staff believe that:
All cultures are honored
All voices are heard
All children are important

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 / Academic Goals

- To prepare students for academic and lifelong success.
To create a learning environment that is safe, stimulating, positive and productive. Ensure that staff and students protect and respect the rights of all.
To analyze data and individualize curriculum for each students.
To integrate curriculum by stressing the Arizona State Standards in all subject areas.

Enrollment

October 1, 2005 School Year Student Enrollment : 753
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 60

Instructional Programs

- Ü Integrated Instruction
- Ü Exceptional Education Full Inclusion
- Ü High School Algebra
- Ü Science Olympiad
- Ü Inquiry Based Science
- Ü Technology and Communication
- Ü Band and Orchestra

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Gridley Middle School expects to be partners with parents in each child's education. Assurance of a safe and secure learning environment and high academic standards are provided.

Parents

Parents are asked to provide a place and time for students to study at home; communicate with the teachers and school; and provide a safe, secure home environment. Parents are encouraged to become active participants in their children's education.

Transportation Policy

Bus service is provided for students living beyond a two-and-a-half-mile radius of the school or for those special needs students requiring transportation. Approximately 120 students are transported by bus each day.

School Honors

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

Award/Honor	Year
Ü Highly Performing Designation by AZ Learns	2005
Ü Highest 6th Grade Reading/Math AIMS Test Scores	2005
Ü Highest 8th Grade Math Stanford 9 Test Scores	2004
Ü Highest 8th Grade Math AIMS Test Scores	2002

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	212	4286	79327	95	94	98	546	500	518	6	28	19	12	24	20	50	39	46	32	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	2076	38961	96	95	98	544	501	520	3	25	16	16	26	20	50	40	48	31	9	16
Male	111	2208	40295	95	94	97	547	499	516	8	31	21	9	22	19	50	38	44	32	10	16
African American	17	300	4247	85	95	98	521	484	499	12	38	27	18	25	24	59	34	41	12	4	8
Hispanic	46	2354	32327	96	93	98	536	488	499	4	34	27	17	27	25	52	35	41	26	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	139	1331	36373	97	95	98	552	524	538	6	15	10	10	19	14	47	48	52	37	19	25
Students with Disabilities	23	539	9321	70	79	87	481	457	467	35	61	54	35	22	22	26	15	21	4	1	3
Students without Disabilities	189	3747	70006	100	97	100	552	505	524	2	23	14	10	24	19	53	42	49	35	11	18
Limited English Proficient Students	NC	483	9431	NC	88	95	NC	454	466	NC	66	53	NC	23	27	NC	10	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	52	2195	37097	93	94	97	540	487	498	6	35	27	19	26	25	46	34	41	29	5	7
Non-Economically Disadvantaged	160	2091	42230	96	95	99	548	512	535	6	20	11	10	22	15	52	44	50	33	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	219	4423	79501	99	97	98	511	485	497	3	15	10	19	31	25	76	52	60	3	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	2144	39062	100	98	99	517	490	502	3	11	8	13	30	23	80	56	64	4	3	5
Male	114	2277	40368	97	97	98	506	480	491	3	18	13	24	31	27	72	49	57	2	2	3
African American	20	309	4279	100	97	99	487	475	485	10	20	14	30	32	30	60	47	54	NA	1	2
Hispanic	47	2452	32389	98	97	98	508	474	478	2	19	16	17	36	34	77	45	48	4	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	142	1360	36446	99	97	99	516	506	516	2	7	4	18	21	15	77	68	73	3	5	7
Students with Disabilities	31	601	9411	94	88	88	466	443	453	16	41	36	52	40	36	32	19	26	NA	1	1
Students without Disabilities	188	3822	70090	99	99	100	518	491	502	1	11	7	13	29	24	83	58	65	3	3	5
Limited English Proficient Students	NC	513	9401	NC	94	94	NC	434	443	NC	51	40	NC	39	46	NC	10	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	54	2266	37183	96	97	97	502	473	479	2	19	16	35	36	34	63	44	49	NA	1	1
Non-Economically Disadvantaged	165	2157	42318	99	98	99	514	497	513	3	10	5	13	25	17	80	61	70	4	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	221	4464	80000	100	98	99	586	560	564	2	3	3	4	11	11	81	80	75	13	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	2164	39288	100	99	99	598	574	579	1	2	2	3	6	6	75	83	77	21	9	16
Male	116	2297	40644	99	98	98	575	546	549	3	4	4	4	16	15	87	77	74	5	3	7
African American	20	315	4307	100	99	99	551	539	551	10	8	4	10	13	13	70	74	75	10	4	7
Hispanic	48	2475	32672	100	98	99	586	553	548	NA	3	4	4	13	14	83	81	76	13	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	143	1370	36602	99	98	99	590	575	579	2	2	2	3	7	7	82	80	75	13	11	16
Students with Disabilities	32	640	9919	97	93	93	541	504	505	6	10	9	25	34	35	69	55	54	NA	1	2
Students without Disabilities	189	3824	70081	100	99	100	592	568	571	2	2	2	NA	7	7	84	84	79	15	7	12
Limited English Proficient Students	NC	524	9571	NC	96	96	NC	498	502	NC	11	10	NC	31	29	NC	57	60	NC	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	55	2296	37534	98	98	98	581	548	547	2	4	4	11	14	15	76	78	76	11	4	5
Non-Economically Disadvantaged	166	2168	42466	100	98	100	587	572	578	2	2	2	1	8	7	83	82	75	13	9	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	256	4399	78546	97	97	97	551	528	543	9	22	15	13	21	18	66	48	52	13	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	135	2183	38645	96	97	98	551	531	545	7	20	13	11	20	18	70	51	54	11	9	15
Male	120	2209	39792	96	96	97	551	526	542	9	25	17	14	22	17	61	44	50	16	9	15
African American	14	289	4205	93	97	97	525	518	524	21	26	22	7	24	22	71	45	49	NA	4	7
Hispanic	51	2347	31177	89	97	97	540	516	524	12	27	22	14	24	23	71	44	48	4	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	179	1448	36450	99	97	97	557	550	563	6	13	7	12	16	12	65	54	57	17	18	23
Students with Disabilities	28	530	8093	78	84	82	493	480	489	46	58	50	25	24	24	25	18	23	4	1	2
Students without Disabilities	228	3869	70453	100	99	100	557	534	549	4	17	11	11	21	17	71	52	56	14	10	16
Limited English Proficient Students	NC	584	9323	NC	95	94	NC	483	491	NC	56	47	NC	25	28	NC	19	24	NC	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	56	2090	34694	90	96	96	530	516	524	16	28	23	21	25	23	61	43	48	2	5	7
Non-Economically Disadvantaged	200	2309	43852	99	98	99	557	539	559	7	17	10	10	17	13	67	52	56	17	13	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	261	4467	79045	98	98	98	517	501	512	7	14	10	22	31	25	64	51	58	7	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	137	2206	38860	98	98	98	521	509	519	1	9	7	23	28	22	69	57	62	7	6	8
Male	123	2254	40075	98	98	97	512	493	505	13	18	12	20	34	28	59	45	54	8	4	6
African American	14	295	4250	93	99	98	502	494	500	7	16	12	36	33	31	50	50	54	7	1	3
Hispanic	54	2386	31314	95	98	98	504	488	493	6	18	16	28	36	34	65	45	48	2	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	180	1467	36730	99	98	98	522	521	532	7	7	4	18	22	16	66	60	68	9	11	12
Students with Disabilities	33	588	8552	92	93	87	473	455	463	30	43	35	42	37	40	21	19	23	6	1	1
Students without Disabilities	228	3879	70493	100	99	100	522	507	517	4	9	7	19	30	24	70	56	62	7	5	8
Limited English Proficient Students	NC	602	9355	NC	98	95	NC	450	456	NC	44	37	NC	44	48	NC	11	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	59	2126	34922	95	98	96	494	489	493	14	17	15	34	36	34	53	44	48	NA	3	3
Non-Economically Disadvantaged	202	2341	44123	100	99	99	523	511	527	5	10	6	19	26	18	67	57	66	9	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	260	4459	79657	98	98	99	588	569	566	1	2	3	5	8	8	92	89	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	2207	39120	99	98	99	598	582	580	1	1	2	2	4	4	94	93	92	3	1	2
Male	121	2245	40423	97	98	98	576	557	553	1	4	5	8	12	12	90	84	83	1	0	1
African American	14	296	4290	93	99	99	558	566	560	7	4	4	7	7	9	86	87	86	NA	1	1
Hispanic	54	2371	31642	95	98	99	588	561	552	2	3	5	2	10	11	96	87	84	NA	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	179	1468	36929	99	98	99	590	582	579	NA	1	2	6	5	5	92	92	91	2	2	2
Students with Disabilities	30	583	9069	83	92	92	534	517	508	7	10	11	27	28	30	67	61	58	NA	1	1
Students without Disabilities	230	3876	70588	100	99	100	594	576	573	NA	1	2	2	5	5	96	93	91	2	1	1
Limited English Proficient Students	NC	594	9521	NC	96	96	NC	518	507	NC	9	13	NC	23	24	NC	67	63	NC	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	59	2116	35341	95	97	97	574	560	551	NA	3	5	8	12	12	92	86	83	NA	0	0
Non-Economically Disadvantaged	201	2343	44316	99	99	100	592	577	578	1	2	2	4	5	5	93	92	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	243	4533	78400	93	96	97	585	545	554	5	26	21	9	21	19	64	44	47	22	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	2289	38686	98	97	98	588	544	554	4	24	20	8	22	20	66	45	49	23	8	12
Male	123	2240	39636	88	95	96	583	545	554	7	28	23	10	19	18	63	42	46	21	11	13
African American	17	339	4193	77	96	97	553	527	533	18	35	32	12	24	23	65	37	40	6	5	5
Hispanic	53	2362	30732	96	95	97	565	531	534	13	33	31	11	24	24	64	39	40	11	5	5
Asian/Pacific Islander	11	117	1827	100	98	99	589	584	594	9	9	8	NA	17	12	45	46	49	45	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	161	1534	37038	93	96	97	595	570	575	1	14	11	8	15	14	65	54	56	25	17	19
Students with Disabilities	16	520	7840	48	76	81	535	494	498	25	63	60	31	18	18	38	17	20	6	1	2
Students without Disabilities	227	4013	70560	99	99	99	589	551	560	4	21	17	7	21	19	66	47	50	23	10	14
Limited English Proficient Students	NC	533	8956	NC	93	95	NC	498	502	NC	62	56	NC	20	25	NC	17	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	51	2056	33014	91	94	95	570	531	534	6	33	31	14	24	24	71	39	40	10	4	5
Non-Economically Disadvantaged	192	2477	45386	93	97	99	590	556	569	5	21	15	7	18	15	63	47	52	25	14	18

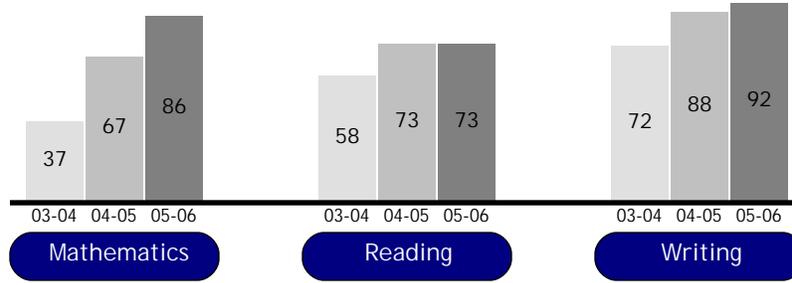
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	260	4640	79179	99	98	98	527	509	519	6	14	11	21	31	27	69	52	58	4	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	123	2327	38974	100	98	99	537	514	524	4	11	8	13	29	25	78	57	61	5	4	5
Male	137	2309	40124	98	98	97	518	504	513	7	16	13	28	33	28	61	48	54	3	3	4
African American	21	348	4243	95	98	98	506	499	506	14	20	14	29	31	32	52	45	51	5	3	3
Hispanic	55	2414	30987	100	97	98	513	497	498	5	17	17	33	37	36	62	45	45	NA	1	1
Asian/Pacific Islander	11	118	1832	100	99	99	532	530	543	9	4	4	9	25	17	73	62	69	9	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	172	1574	37467	99	99	98	534	530	539	5	7	5	17	21	17	73	66	70	5	6	8
Students with Disabilities	32	626	8567	97	91	88	469	462	467	31	41	39	56	42	38	13	17	22	NA	0	1
Students without Disabilities	228	4014	70612	100	99	99	535	516	524	2	9	7	16	29	25	77	58	62	4	4	5
Limited English Proficient Students	NC	546	9013	NC	95	95	NC	457	461	NC	43	40	NC	47	48	NC	10	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	55	2108	33345	98	97	96	518	496	499	NA	18	17	35	37	36	65	43	46	NA	2	1
Non-Economically Disadvantaged	205	2532	45834	100	99	99	530	520	533	7	10	7	18	25	19	70	60	67	5	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	261	4654	79734	100	98	99	578	555	554	1	3	3	8	18	19	92	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	123	2341	39243	100	99	99	597	568	568	NA	2	2	1	11	12	99	87	85	NA	0	1
Male	138	2309	40413	99	98	98	561	542	541	1	3	4	14	25	26	85	72	70	NA	0	0
African American	21	350	4285	95	99	99	575	544	548	NA	6	3	10	19	22	90	75	74	NA	0	0
Hispanic	55	2433	31254	100	98	99	570	547	539	NA	3	5	15	22	25	85	75	70	NA	0	0
Asian/Pacific Islander	11	118	1837	100	99	99	580	580	579	NA	NA	1	9	8	9	91	91	87	NA	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	173	1568	37668	100	98	99	581	571	569	1	1	1	5	11	13	94	88	85	NA	0	1
Students with Disabilities	32	627	8943	97	91	92	529	499	495	6	10	11	22	49	51	72	40	38	NA	1	1
Students without Disabilities	229	4027	70791	100	100	100	585	563	561	NA	1	2	6	13	15	94	85	83	NA	0	0
Limited English Proficient Students	NC	551	9138	NC	96	97	NC	492	492	NC	13	13	NC	45	46	NC	42	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	55	2117	33718	98	97	97	569	545	538	2	4	5	5	23	26	93	73	69	NA	0	0
Non-Economically Disadvantaged	206	2537	46016	100	100	100	580	564	567	0	2	2	8	14	14	91	84	84	NA	0	1

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

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

8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	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	94	57	NA	56	100	53	44	51	97	68	46	56
	Language	95	54	38	48	100	55	41	47	97	59	41	50
	Mathematics	95	73	52	66	100	55	44	52	93	70	44	58
7	Reading	96	56	NA	54	99	53	44	50	99	56	44	54
	Language	97	66	48	58	99	59	48	52	99	63	50	58
	Mathematics	96	70	49	62	99	54	44	50	97	58	44	54
8	Reading	98	59	NA	55	100	56	46	51	100	63	50	58
	Language	98	60	41	52	100	56	47	50	100	63	50	56
	Mathematics	98	72	50	61	100	60	48	53	95	72	50	58

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

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)
- 7 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student Achievement
- ü Curriculum Development
- ü Instructional Strategies
- ü School Safety Issues
- ü Home/Community Communication
- ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	5.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	5	2	0	0
7 to 9 years	1	2	0	0
10 or more years	5	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	111
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	0%

Resources Available at School Site

Special Facilities

- ü Two Computer Learning Labs
- ü State-of-the-Art Technology Lab
- ü Computer Serviced Library
- ü Promethean Boards in Language Arts class

Extracurricular Activities

- ü Science Olympiad
- ü Student Council
- ü Band/Orchestra
- ü Basketball/Volleyball
- ü Drama Club
- ü Soccer/Track/Cross Country
- ü Math Club
- ü National Junior Honor Society

Social Services

- ü Counseling Services
- ü Afterschool Programs
- ü Student Support Groups
- ü Breakfast/Lunch Programs
- ü Academic Intervention Programs
- ü Postive Behavior Support Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Recognized by AZ Learns as a HIGHLY PERFORMING school for the 2005-2006 year.

- ü Highest District Sixth grade AIMS scores in Reading and Math is 2005.

- ü One of the highest AIMS Test scores in TUSD middle schools.

- ü Committed to supporting our families and community.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	92	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

Students on grade-level teams. Counselors and outside-consulting agencies assist students. Student support groups and Mentorship Program available. Active student government. Positive student involvement with SRO through the GREAT Program. Peer Mediation available. Implementation of Positive Behavior Support program.

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) :

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	Amy Horton	(520) 731-4600
Transportation Policy	Nick Makres	(520) 225-4800
Community Resources	Jill Montgomery	(520) 731-4600
School Nutrition Programs	Pamela Palmo	(520) 225-4702
Parent Organization	Kelly Siepker	(520) 731-4600
Student Health/Nurse	Judy Knapp	(520) 731-4600

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