



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4400 W. Irvington Rd., Tucson, AZ 85746

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Violet Bingham  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 6-8  
 2005 Enrollment : 941  
 Web Address : www.edweb.tusd.k12.az.us/Valencia  
 Phone Number : (520) 908-4500  
 Fax Number : (520) 908-4501  
 E-mail : violet.bingham@tusd.k12.az.us

Mission

We at Valencia Middle School are here to challenge every student to maximize his or her potential by providing diverse instruction that emphasizes excellence in academics through a sound basic curriculum.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Improve student English and grammar skills by 10% NCE on the Stanford 9 by the year 2005.
- ü Improve student math scores by 10% NCE on the Stanford 9 by the year 2005.

Enrollment

October 1, 2004 School Year Student Enrollment : 911  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 13

Instructional Programs

- Ü Leveling of Math and Reading Classes
- Ü Computer Technology
- Ü Media Arts Classes
- Ü Performing Arts Classes
- Ü Content and Grade Level Teaming
- Ü Visual Arts classes
- Ü Math Support classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 8 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We provide a safe learning environment that promotes student productivity; students receive agendas which contain school rules, expectations; communicate school activities, attendance, grades; curriculum provides a successful learning environment.

Parents

Parents are responsible for complying with rules, expectations and procedures contained in the Valencia school agenda; assist students with homework; make school attendance a priority; be available for conference and volunteer at school.

Transportation Policy

Valencia Middle School follows transportation policies set by the Tucson Unified School District Transportation Department.

School Honors

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

Award/Honor	Year
Ü Arizona Student Council Award	2005
Ü Anthology of Children's Poetry	2004
Ü Exemplary Web Site Design Award	2004
Ü Wells Fargo Bank Certificate - Teacher Grant	2004

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	263	4765	78250	99	99	99	515	536	548	29	26	21	30	21	18	39	45	48	2	8	13
All Students (Prior Year)	254	4553	75001	97	98	99	447	455	468	54	46	37	35	35	36	8	12	16	3	7	10
Female	125	2364	38071	98	99	99	521	537	549	27	24	20	27	23	19	42	45	49	4	8	12
Male	138	2400	40126	99	99	99	509	534	547	30	28	23	33	19	17	37	45	46	1	9	14
African American	NC	331	4058	NC	100	99	NC	509	523	NC	36	32	NC	26	22	NC	33	41	NC	5	5
Hispanic	189	2423	29129	98	99	99	512	521	527	28	32	32	31	24	23	39	40	40	2	4	6
Asian/Pacific Islander	--	122	1747	--	100	100	--	585	589	--	10	9	--	14	9	--	48	50	--	29	32
American Indian/Alaskan Native	NC	197	4996	NC	99	100	NC	512	518	NC	40	36	NC	28	25	NC	28	36	NC	3	4
White	58	1692	38320	98	99	99	528	560	568	24	14	12	26	15	14	46	56	55	4	15	19
Students with Disabilities	43	659	9329	100	100	100	404	445	454	60	65	64	20	17	18	20	16	16	0	1	2
Students without Disabilities	220	4107	68996	98	99	99	534	550	561	24	20	16	32	22	18	42	49	52	2	9	14
Limited English Proficient Students	49	587	10133	100	100	100	471	485	488	37	43	45	32	28	25	32	28	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	176	2431	33388	94	96	94	527	525	530	30	35	32	29	24	22	39	37	40	2	4	5
Non-Economically Disadvantaged	87	2335	44937	100	100	100	491	546	561	27	17	13	32	18	15	38	52	54	2	13	18

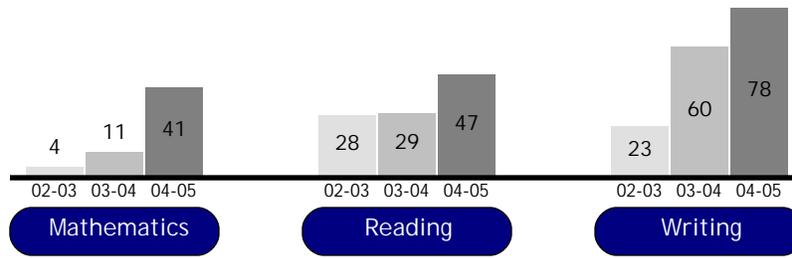
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	263	4767	78302	99	0	99	484	499	512	16	15	11	36	30	25	47	52	57	0	4	7
All Students (Prior Year)	254	4522	74918	97	97	99	477	485	497	51	41	32	20	19	19	25	29	35	4	11	15
Female	125	2366	38082	98	0	99	492	504	518	16	12	8	28	29	24	56	55	61	0	4	7
Male	138	2401	40166	99	0	99	477	494	507	16	17	14	44	31	26	40	49	54	1	3	6
African American	NC	331	4064	NC	0	100	NC	482	498	NC	17	14	NC	39	29	NC	42	54	NC	3	3
Hispanic	189	2425	29152	98	0	99	480	486	492	18	19	17	36	36	34	45	44	46	1	2	2
Asian/Pacific Islander	--	122	1746	--	0	100	--	533	542	--	5	5	--	21	13	--	64	66	--	10	16
American Indian/Alaskan Native	NC	198	4993	NC	0	100	NC	486	484	NC	17	19	NC	41	38	NC	40	42	NC	2	1
White	58	1691	38347	98	0	99	497	520	531	9	8	5	33	19	17	57	66	68	0	7	10
Students with Disabilities	43	662	9353	100	0	100	376	416	429	40	46	40	40	36	38	20	18	22	0	0	1
Students without Disabilities	220	4107	69024	98	0	99	503	512	524	12	10	7	36	29	23	52	57	62	0	4	7
Limited English Proficient Students	49	586	10140	100	0	100	436	450	451	25	27	28	48	42	43	27	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	176	2434	33398	94	0	94	494	488	495	16	20	18	40	39	35	43	40	46	1	1	2
Non-Economically Disadvantaged	87	2335	44979	100	0	100	466	510	525	15	9	6	30	21	18	55	64	66	0	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	265	4758	78094	99	99	99	528	536	545	3	4	3	20	20	18	78	74	77	0	1	2
All Students (Prior Year)	253	4511	74503	97	97	99	486	485	491	8	10	9	32	34	32	55	50	51	5	6	8
Female	127	2364	38025	100	99	99	541	548	558	0	3	2	17	16	13	83	80	82	0	2	2
Male	138	2393	40013	99	99	99	516	524	534	6	6	5	22	25	23	72	69	71	0	1	1
African American	NC	325	4037	NC	98	99	NC	519	532	NC	7	4	NC	19	22	NC	73	73	NC	1	1
Hispanic	192	2424	29068	99	99	99	521	521	523	3	6	5	22	26	27	75	68	67	0	0	1
Asian/Pacific Islander	--	122	1743	--	100	100	--	574	577	--	1	2	--	12	9	--	78	82	--	9	8
American Indian/Alaskan Native	NC	198	4981	NC	99	100	NC	527	526	NC	4	4	NC	23	25	NC	72	70	NC	1	0
White	57	1689	38265	97	99	99	551	559	564	0	1	2	11	13	11	89	84	84	0	2	3
Students with Disabilities	44	651	9275	100	100	100	409	433	444	11	17	14	39	44	46	50	39	39	0	1	1
Students without Disabilities	221	4108	68892	98	99	98	549	552	559	1	2	2	16	17	14	82	80	82	0	2	2
Limited English Proficient Students	51	586	10084	100	100	100	473	472	474	5	11	10	33	38	39	61	51	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	179	2424	33296	95	96	94	537	523	527	3	6	5	23	27	27	75	66	67	0	1	0
Non-Economically Disadvantaged	86	2335	44871	100	100	100	510	549	559	4	2	2	13	13	12	83	82	84	0	2	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	90	35	45	53	100	40	NA	56	98	45	44	51
	Language	92	30	38	45	100	34	38	48	98	39	41	47
	Mathematics	88	41	52	62	100	47	52	66	98	41	44	52
7	Reading	89	31	44	51	98	36	NA	54	100	39	44	50
	Language	91	33	48	54	98	41	48	58	100	42	48	52
	Mathematics	87	38	47	58	97	39	49	62	100	35	44	50
8	Reading	90	36	49	53	96	39	NA	55	96	41	46	51
	Language	94	33	46	49	95	37	41	52	96	41	47	50
	Mathematics	88	38	53	58	94	41	50	61	96	42	48	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/](http://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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Develop/Implement SIP
- Ü Review & Approve Staff Development/SIP
- Ü Analysis of Data
- Ü Budget /Title 1/301 Goals-Recomendations
- Ü Identification of Emerging Issues
- Ü Promotion of Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	51.00
Other Professional Staff	10.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	28	1	0	0
4 to 6 years	8	4	0	0
7 to 9 years	2	3	0	0
10 or more years	13	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	80%

Resources Available at School Site

Special Facilities

- Ü Computer Tech Lab/Computer Learning Lab
- Ü Library
- Ü Conference/Team/Special Needs Classrooms
- Ü Media Lab

Extracurricular Activities

- Ü Interscholastics
- Ü MESA Club
- Ü Student Council Activities
- Ü Law Club
- Ü Extended-day Tutoring
- Ü School Day Math Tutoring
- Ü Art Club

Social Services

- Ü Counseling Groups-Anger Mngmnt,SubsAbuse
- Ü Summer Programs for Students
- Ü Family Nights - Literary, Math & Science
- Ü Positive Pathways (Life Skills)

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

ü Recognized by TUSD for increase in reading, writing, and math scores for both AIMS and Stanford 9.

ü MESA students received awards at state conference and students attended Close Up conference in Washington, D.C.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	30	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	93	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

A Probation Officer monitors students currently on probation and provides law-related education. Monitors are trained to use a bicycle to respond to incidents around campus quickly and efficiently. An Emergency Operations Plan has been developed.

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) :

30
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Violet Bingham	(520) 908-4500
Transportation Policy	Ron Stacy	(520) 225-4800
Community Resources	Malissa Arsola	(520) 908-4500
School Nutrition Programs	Cindy Martinez	(520) 908-4500
Parent Organization	Angela Badilla	(520) 908-5604
Student Health/Nurse	Connie Scott-Graham	(520) 908-4500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.