



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Improve 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, 2005 School Year Student Enrollment : 929
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 13

Instructional Programs

- Leveling of Math and Reading Classes
- Computer Technology
- Media Arts Classes
- Performing Arts Classes
- Content and Grade Level Teaming
- Visual Arts classes
- 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
• Arizona Student Council Award	2005
• Anthology of Children's Poetry	2004
• Exemplary Web Site Design Award	2004
• Wells Fargo Bank Certificate - Teacher Grant	2004

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	211	4286	79327	66	94	98	489	500	518	29	28	19	30	24	20	40	39	46	1	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	2076	38961	67	95	98	491	501	520	24	25	16	34	26	20	41	40	48	1	9	16
Male	97	2208	40295	64	94	97	486	499	516	35	31	21	25	22	19	38	38	44	2	10	16
African American	NC	300	4247	NC	95	98	NC	484	499	NC	38	27	NC	25	24	NC	34	41	NC	4	8
Hispanic	157	2354	32327	63	93	98	484	488	499	32	34	27	31	27	25	36	35	41	1	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	39	1331	36373	71	95	98	500	524	538	23	15	10	26	19	14	51	48	52	NA	19	25
Students with Disabilities	12	539	9321	32	79	87	460	457	467	50	61	54	25	22	22	17	15	21	8	1	3
Students without Disabilities	199	3747	70006	70	97	100	490	505	524	28	23	14	30	24	19	41	42	49	1	11	18
Limited English Proficient Students	30	483	9431	52	88	95	462	454	466	63	66	53	20	23	27	17	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	123	2195	37097	68	94	97	483	487	498	33	35	27	30	26	25	36	34	41	2	5	7
Non-Economically Disadvantaged	88	2091	42230	63	95	99	497	512	535	24	20	11	30	22	15	45	44	50	1	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	314	4423	79501	98	97	98	472	485	497	18	15	10	38	31	25	44	52	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	165	2144	39062	96	98	99	477	490	502	12	11	8	39	30	23	48	56	64	1	3	5
Male	149	2277	40368	99	97	98	466	480	491	23	18	13	36	31	27	40	49	57	1	2	3
African American	NC	309	4279	NC	97	99	NC	475	485	NC	20	14	NC	32	30	NC	47	54	NC	1	2
Hispanic	242	2452	32389	98	97	98	468	474	478	20	19	16	40	36	34	40	45	48	0	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	53	1360	36446	96	97	99	487	506	516	11	7	4	26	21	15	60	68	73	2	5	7
Students with Disabilities	40	601	9411	100	88	88	421	443	453	65	41	36	25	40	36	8	19	26	3	1	1
Students without Disabilities	274	3822	70090	96	99	100	479	491	502	11	11	7	40	29	24	49	58	65	0	3	5
Limited English Proficient Students	56	513	9401	97	94	94	437	434	443	39	51	40	52	39	46	9	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	179	2266	37183	98	97	97	467	473	479	20	19	16	40	36	34	40	44	49	1	1	1
Non-Economically Disadvantaged	135	2157	42318	96	98	99	478	497	513	15	10	5	36	25	17	49	61	70	1	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	307	4464	80000	95	98	99	546	560	564	4	3	3	12	11	11	82	80	75	1	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	163	2164	39288	95	99	99	559	574	579	2	2	2	7	6	6	90	83	77	1	9	16
Male	144	2297	40644	95	98	98	531	546	549	7	4	4	19	16	15	73	77	74	1	3	7
African American	NC	315	4307	NC	99	99	NC	539	551	NC	8	4	NC	13	13	NC	74	75	NC	4	7
Hispanic	235	2475	32672	95	98	99	545	553	548	4	3	4	11	13	14	84	81	76	1	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	53	1370	36602	96	98	99	548	575	579	4	2	2	19	7	7	75	80	75	2	11	16
Students with Disabilities	40	640	9919	100	93	93	468	504	505	25	10	9	30	34	35	43	55	54	3	1	2
Students without Disabilities	267	3824	70081	94	99	100	556	568	571	1	2	2	10	7	7	88	84	79	1	7	12
Limited English Proficient Students	52	524	9571	90	96	96	503	498	502	13	11	10	19	31	29	65	57	60	2	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	177	2296	37534	97	98	98	542	548	547	5	4	4	12	14	15	82	78	76	2	4	5
Non-Economically Disadvantaged	130	2168	42466	93	98	100	551	572	578	4	2	2	13	8	7	82	82	75	1	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	291	4399	78546	98	97	97	523	528	543	21	22	15	30	21	18	43	48	52	7	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	2183	38645	98	97	98	526	531	545	18	20	13	31	20	18	45	51	54	6	9	15
Male	145	2209	39792	98	96	97	519	526	542	24	25	17	28	22	17	41	44	50	7	9	15
African American	NC	289	4205	NC	97	97	NC	518	524	NC	26	22	NC	24	22	NC	45	49	NC	4	7
Hispanic	233	2347	31177	98	97	97	521	516	524	21	27	22	30	24	23	45	44	48	5	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	48	1448	36450	94	97	97	532	550	563	23	13	7	25	16	12	38	54	57	15	18	23
Students with Disabilities	26	530	8093	81	84	82	478	480	489	69	58	50	23	24	24	8	18	23	NA	1	2
Students without Disabilities	265	3869	70453	100	99	100	526	534	549	16	17	11	30	21	17	46	52	56	7	10	16
Limited English Proficient Students	57	584	9323	93	95	94	493	483	491	44	56	47	37	25	28	19	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	163	2090	34694	95	96	96	521	516	524	19	28	23	32	25	23	44	43	48	5	5	7
Non-Economically Disadvantaged	128	2309	43852	100	98	99	525	539	559	23	17	10	27	17	13	41	52	56	9	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	297	4467	79045	100	98	98	493	501	512	16	14	10	34	31	25	47	51	58	2	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	148	2206	38860	99	98	98	502	509	519	9	9	7	36	28	22	53	57	62	3	6	8
Male	149	2254	40075	100	98	97	485	493	505	23	18	12	33	34	28	42	45	54	1	4	6
African American	NC	295	4250	NC	99	98	NC	494	500	NC	16	12	NC	33	31	NC	50	54	NC	1	3
Hispanic	237	2386	31314	100	98	98	491	488	493	18	18	16	33	36	34	48	45	48	1	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	50	1467	36730	98	98	98	505	521	532	10	7	4	38	22	16	44	60	68	8	11	12
Students with Disabilities	31	588	8552	97	93	87	444	455	463	48	43	35	48	37	40	3	19	23	NA	1	1
Students without Disabilities	266	3879	70493	100	99	100	498	507	517	12	9	7	33	30	24	53	56	62	2	5	8
Limited English Proficient Students	60	602	9355	98	98	95	453	450	456	38	44	37	53	44	48	8	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	168	2126	34922	98	98	96	491	489	493	14	17	15	39	36	34	44	44	48	2	3	3
Non-Economically Disadvantaged	129	2341	44123	100	99	99	496	511	527	19	10	6	28	26	18	52	57	66	2	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	271	4459	79657	91	98	99	559	569	566	3	2	3	12	8	8	86	89	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	2207	39120	91	98	99	572	582	580	1	1	2	7	4	4	91	93	92	NA	1	2
Male	135	2245	40423	91	98	98	546	557	553	4	4	5	16	12	12	80	84	83	NA	0	1
African American	NC	296	4290	NC	99	99	NC	566	560	NC	4	4	NC	7	9	NC	87	86	NC	1	1
Hispanic	215	2371	31642	91	98	99	557	561	552	3	3	5	13	10	11	83	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	46	1468	36929	90	98	99	567	582	579	NA	1	2	7	5	5	93	92	91	NA	2	2
Students with Disabilities	24	583	9069	75	92	92	527	517	508	13	10	11	33	28	30	54	61	58	NA	1	1
Students without Disabilities	247	3876	70588	93	99	100	561	576	573	2	1	2	10	5	5	89	93	91	NA	1	1
Limited English Proficient Students	52	594	9521	85	96	96	525	518	507	12	9	13	27	23	24	62	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	154	2116	35341	90	97	97	554	560	551	3	3	5	14	12	12	84	86	83	NA	0	0
Non-Economically Disadvantaged	117	2343	44316	94	99	100	565	577	578	3	2	2	9	5	5	88	92	90	NA	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	260	4533	78400	90	96	97	527	545	554	32	26	21	29	21	19	38	44	47	1	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	124	2289	38686	93	97	98	525	544	554	31	24	20	31	22	20	36	45	49	1	8	12
Male	136	2240	39636	88	95	96	529	545	554	32	28	23	27	19	18	39	42	46	1	11	13
African American	NC	339	4193	NC	96	97	NC	527	533	NC	35	32	NC	24	23	NC	37	40	NC	5	5
Hispanic	196	2362	30732	90	95	97	522	531	534	37	33	31	29	24	24	34	39	40	NA	5	5
Asian/Pacific Islander	NC	117	1827	NC	98	99	NC	584	594	NC	9	8	NC	17	12	NC	46	49	NC	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	47	1534	37038	90	96	97	550	570	575	13	14	11	30	15	14	51	54	56	6	17	19
Students with Disabilities	14	520	7840	44	76	81	510	494	498	43	63	60	43	18	18	14	17	20	NA	1	2
Students without Disabilities	246	4013	70560	96	99	99	528	551	560	31	21	17	28	21	19	39	47	50	1	10	14
Limited English Proficient Students	60	533	8956	90	93	95	503	498	502	53	62	56	30	20	25	17	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	153	2056	33014	89	94	95	525	531	534	36	33	31	28	24	24	35	39	40	1	4	5
Non-Economically Disadvantaged	107	2477	45386	91	97	99	530	556	569	26	21	15	31	18	15	41	47	52	2	14	18

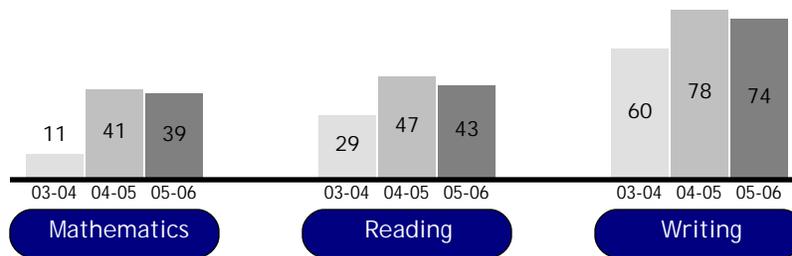
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	276	4640	79179	96	98	98	494	509	519	18	14	11	38	31	27	43	52	58	NA	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	127	2327	38974	95	98	99	499	514	524	17	11	8	34	29	25	49	57	61	NA	4	5
Male	149	2309	40124	97	98	97	489	504	513	19	16	13	42	33	28	39	48	54	NA	3	4
African American	NC	348	4243	NC	98	98	NC	499	506	NC	20	14	NC	31	32	NC	45	51	NC	3	3
Hispanic	208	2414	30987	96	97	98	488	497	498	22	17	17	41	37	36	37	45	45	NA	1	1
Asian/Pacific Islander	NC	118	1832	NC	99	99	NC	530	543	NC	4	4	NC	25	17	NC	62	69	NC	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	50	1574	37467	96	99	98	514	530	539	8	7	5	26	21	17	66	66	70	NA	6	8
Students with Disabilities	30	626	8567	94	91	88	452	462	467	53	41	39	37	42	38	10	17	22	NA	0	1
Students without Disabilities	246	4014	70612	96	99	99	498	516	524	14	9	7	38	29	25	48	58	62	NA	4	5
Limited English Proficient Students	63	546	9013	94	95	95	456	457	461	46	43	40	48	47	48	6	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	162	2108	33345	95	97	96	490	496	499	22	18	17	38	37	36	41	43	46	NA	2	1
Non-Economically Disadvantaged	114	2532	45834	97	99	99	499	520	533	14	10	7	39	25	19	47	60	67	NA	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	277	4654	79734	96	98	99	542	555	554	5	3	3	21	18	19	74	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	2341	39243	98	99	99	547	568	568	5	2	2	18	11	12	77	87	85	NA	0	1
Male	146	2309	40413	95	98	98	537	542	541	5	3	4	24	25	26	71	72	70	NA	0	0
African American	NC	350	4285	NC	99	99	NC	544	548	NC	6	3	NC	19	22	NC	75	74	NC	0	0
Hispanic	210	2433	31254	97	98	99	534	547	539	7	3	5	24	22	25	70	75	70	NA	0	0
Asian/Pacific Islander	NC	118	1837	NC	99	99	NC	580	579	NC	NA	1	NC	8	9	NC	91	87	NC	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	48	1568	37668	92	98	99	567	571	569	2	1	1	10	11	13	88	88	85	NA	0	1
Students with Disabilities	27	627	8943	84	91	92	497	499	495	11	10	11	56	49	51	33	40	38	NA	1	1
Students without Disabilities	250	4027	70791	98	100	100	546	563	561	5	1	2	17	13	15	78	85	83	NA	0	0
Limited English Proficient Students	63	551	9138	94	96	97	474	492	492	22	13	13	41	45	46	37	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	162	2117	33718	95	97	97	540	545	538	6	4	5	22	23	26	72	73	69	NA	0	0
Non-Economically Disadvantaged	115	2537	46016	98	100	100	544	564	567	4	2	2	19	14	14	77	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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	40	NA	56	98	45	44	51	98	35	46	56
	Language	100	34	38	48	98	39	41	47	98	32	41	50
	Mathematics	100	47	52	66	98	41	44	52	91	35	44	58
7	Reading	98	36	NA	54	100	39	44	50	100	41	44	54
	Language	98	41	48	58	100	42	48	52	99	44	50	58
	Mathematics	97	39	49	62	100	35	44	50	98	41	44	54
8	Reading	96	39	NA	55	96	41	46	51	100	41	50	58
	Language	95	37	41	52	96	41	47	50	100	39	50	56
	Mathematics	94	41	50	61	96	42	48	53	94	39	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)
- 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 Certification.	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 Conference/Team/Special Needs Classrooms
- Ü Library
- Ü Media Lab

Extracurricular Activities

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

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 2005-06

School Achievements/Accomplishments 2005-06

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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

30

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 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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