

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Lawrence W. Cross Middle School

Amphitheater Unified District  
1000 W. Chapala, Tucson, AZ 85704-4518

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

**Principal:** Mr. Robert L. Vinyard, Jr.

**Schedule:** 7:00 AM to 3:30 PM

**Web Address:** [www.amphi.com/~cross/](http://www.amphi.com/~cross/)

**E-mail:** [rvinyard@amphi.com](mailto:rvinyard@amphi.com)

**Grades:** 6-8

**2002 Enrollment:** 1033

**Phone:** (520) 696-5920

**Fax:** (520) 696-5996

## ∨ School Overview ∨

### Mission

We believe that CMS students and staff need acceptance; an emotionally and physically safe environment; friends, fun, opportunities to make decisions/choices; order, structure, positive reinforcement, self-discipline, self-esteem, success; to be listened to and to know that someone cares for them. We believe that all students can and will learn when presented with the appropriate opportunity. We strive to maintain a challenging academic program which will help students become lifelong learners.

### Organization and Philosophy

- w Middle School
- w Interdisciplinary Learning
- w Team Teaching
- w Comprehensive Curriculum

### Instructional Programs

- w At-risk Program
- w Gifted Program
- w SEI Program
- w Accelerated Placement
- w On-site Special Education
- w Exploratory Program
- w Academic Counseling
- w Fine Arts

### School/Academic Goals

- w The individual needs of the students will be met through the implementation of a solidly academic and challenging middle school program.
- w The school will maintain an environment free of drugs, violence, discrimination and improper activities, which leads to a supportive educational environment. Security and safety issues will be continuously assessed and improved.
- w Students will be provided with multiple opportunities to achieve the skills in reading, writing and math needed to meet the Arizona Academic Standards. Writing will be emphasized across the curriculum through the implementation of Six Trait Writing.
- w Use of technology will be emphasized throughout the curriculum using the state standards.

### Enrollment

October 1, 2001 School Year Student Enrollment:	924
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	80

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

w School Discipline Issues  
 w School Improvement  
 w School Safety Issues  
 w Parent/Educator Relations  
 w Program Development  
 w Extracurricular Activities

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	4.00	Teacher Aide	6.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	4	3	0	0
7 to 9 years	4	6	0	0
10 or more years	17	12	0	0

∨ **Shared Responsibilities** ∨

**School**

Responsibilities the school has to parents include a safe physical and emotional environment, high academic standards, quality instructional practices, adequate materials for students, timely school to home communication and regular reporting of student progress.

**Parents**

Responsibilities of parents include ensuring that students are regular in attendance and on time; have proper clothing and nourishment; have appropriate support for completion of homework and to demonstrate support for the school goals.

∨ **Transportation Policy** ∨

We have 24 buses that transport special education and regular education students. Regular education students must live more than 1.5 miles from the school in order to ride a bus.

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## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/8/02
<b>Average Daily Instruction Time:</b>	6 hrs. 35 min.	<b>Last Day of School:</b>	5/21/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/24/02	12/27/02	3/27/03	5/21/03
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## Additional Calendar/Report Card Information

In addition to report cards, there are four intermediate reporting times during the school year midway between report card release dates. Another alternative reporting method is our telephone voice mail system. Parents may call to get homework assignments and other academic information. Some individual teachers report progress to students and parents on a weekly or bi-weekly basis. Please check to see if your teachers post grades on their Websites.

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## ∨ Resources Available at School Site ∨

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### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

W Computer Labs (4)	W Media Studio
W Resource Center/Library	W Community Athletic Facilities

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### Extracurricular Activities

W Odyssey of the Mind	W Future Problem Solving
W MathCounts	W Interscholastic Sports
W Yearbook Club	W Student Council
W Music Competitions	W Science Enrichment Trip

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### School/Community Resources

W Breakfast Program	W Lunch Program
W Recreational Activities	W Community Athletic Events
W Community Extension Program	W Tucson-Pima Library Homework Help
W PTO	

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>w Through the efforts of the student council, a number of activities for students during their homeroom and lunch time were put into place.</p>  | <p>w Student Violations for disturbing the classroom environment dropped from 168 referrals in 2000-01 school year to 97 for school year 2001-02.</p>  |
| <p>w Curriculum alignment with the Amphitheater Curriculum Framework and the Arizona Academic Standards was continued and refined. All teachers received training in Six Trait Writing and implement the skills in their classes.</p> | <p>w Computer technology availability to students and staff was increased significantly. Every classroom has computer and Internet access. A comprehensive three-year technology plan to implement the Arizona Technology Standards was developed.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>3</sup>	9.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>4</sup> : Within District	4.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	6.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>5</sup>	98.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>6</sup>	1.1 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>7</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
1st Place Odyssey of the Mind	2001
FPS Team Placed 3rd at World Competition	2000
2 Teams to State OM & FPS	2000
Teacher Presented at NAGAT	2000

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	286	522	9%	19%	46%	26%
	State	57484	504	24%	20%	40%	16%
Writing	School	276	506	5%	39%	53%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	284	485	15%	50%	26%	9%
	State	57734	459	39%	40%	14%	7%

#### Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
6	Reading	89	67	53	100	71	54	99	61	53	86	66	54	84	69	56
	Language	92	64	41	100	68	44	98	58	44	83	66	45	81	57	47
	Mathematics	92	76	57	100	80	59	100	71	60	88	77	63	82	76	65
7	Reading	93	69	52	100	73	53	90	71	52	87	73	53	83	78	55
	Language	94	75	52	100	81	54	91	79	54	87	80	55	82	80	58
	Mathematics	93	73	53	100	81	55	90	84	56	88	83	58	83	85	60
8	Reading	90	69	54	100	71	54	83	71	53	81	74	55	87	73	56
	Language	90	70	46	100	74	49	85	71	49	82	77	50	86	73	52
	Mathematics	90	71	52	100	76	54	82	79	56	83	81	58	87	83	59

## ∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 5-6</b>	<b>75</b>	<b>83</b>
<b>Grades 6-7</b>	<b>76</b>	<b>80</b>
<b>Grades 7-8</b>	<b>75</b>	<b>74</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

The administration takes an active role in being out on campus and classroom by promoting positive interactions. Student Council sponsors/conducts activities intended to promote spirit/good feeling. A positive message is used with the daily announcements. Any visitor to the campus must sign-in at the office and wear an ID badge. Unsafe actions by students are dealt with immediately. We use the services of 1.5 security officers along with services that amount to about half-time from an SRO.

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

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**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,643	\$2,316,995
Classroom Supplies	\$35	\$31,103
Administration	\$536	\$469,891
Support Services-Students	\$275	\$240,871
Other Support Services and Operations	\$812	\$711,393
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,301</b>	<b>\$3,770,253</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Robert Vinyard	(520) 696-5920	5997
<b>Transportation Policy</b>	Peter Kang	(520) 696-5920	5923
<b>Community Resources</b>	Robert Vinyard	(520) 696-5920	5997
<b>School Nutrition Programs</b>	Gail Collins	(520) 696-5920	5992
<b>Parent Organization</b>	Robert Vinyard	(520) 696-5920	5997
<b>Student Health/Nurse</b>	Melody Acker	(520) 696-5920	5932

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.

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