

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1000 W. Chapala Dr., Tucson, AZ 85704

Amphitheater 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	Highly Performing
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. Robert L. Vinyard Jr.
 Schedule : 07:00 AM to 03:30 PM
 Grades : 6-8
 Web Address : www.amphi.com/schools/cross/
 Phone Number : (520) 696-5920
 Fax Number : (520) 696-5996
 E-mail : rvinyard@amphi.com

Mission

We believe that CMS students and staff need acceptance; an emotionally and physically safe environment. We believe that all students can learn. We strive to maintain a challenging academic program which will help students become lifelong learners.

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

- ü Our plan is to have each department develop a 21st Century Skill of focus (i.e. a life skill, leadership, ICT literacy).
- ü 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.
- ü All academic core classes will have enriched Reading and Writing woven through the curriculum. Our goal is to have students engaged with the State Standards of each content area by Reading and Writing for half of the instructional time.
- ü
 - Goal 1- classroom websites for each teacher.
 - Goal 2- Progress and grade reports posted online.
 - Goal 3- Post updated grades every 2 weeks.

Enrollment

October 1, 2005 School Year Student Enrollment : 936
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 162

Instructional Programs

- ü Gifted Program- REACH
- ü SEI Program
- ü Accelerated Math Placement
- ü Everyday PE
- ü Everyday Electives
- ü 3 High School Courses- Geo,ALG 1,Spanish
- ü Pyramid of Interventions

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/10/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Responsibilities the school has to parents include a safe physical and emotional environment, high academic standards, quality instructional practices, 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. If unable to fulfill these responsibilities, please call the school so we can provide assistances. We want our students at school.

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.

School Honors

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

Award/Honor	Year
ü 1 OM team compete in World	2006
ü 1 Student Competed at State in the Geography Bowl	2006

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	243	1244	79327	100	95	98	528	528	518	9	11	19	23	19	20	53	51	46	16	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	631	38961	100	97	98	537	530	520	5	10	16	20	18	20	56	54	48	19	18	16
Male	137	610	40295	99	93	97	523	527	516	11	12	21	25	20	19	51	48	44	13	19	16
African American	NC	42	4247	NC	88	98	NC	503	499	NC	24	27	NC	24	24	NC	43	41	NC	10	8
Hispanic	54	418	32327	100	94	98	510	503	499	11	20	27	31	27	25	52	45	41	6	7	8
Asian/Pacific Islander	NC	41	1939	NC	98	99	NC	548	556	NC	5	6	NC	7	10	NC	59	47	NC	29	36
American Indian/Alaskan Native	NC	28	4391	NC	85	96	NC	511	489	NC	21	32	NC	21	27	NC	50	36	NC	7	4
White	172	714	36373	100	97	98	535	544	538	8	6	10	20	15	14	53	54	52	20	26	25
Students with Disabilities	47	146	9321	100	72	87	465	476	467	36	39	54	47	36	22	17	20	21	NA	5	3
Students without Disabilities	196	1098	70006	100	100	100	541	534	524	2	8	14	17	17	19	62	55	49	19	21	18
Limited English Proficient Students	NC	86	9431	NC	90	95	NC	466	466	NC	48	53	NC	34	27	NC	19	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	67	487	37097	100	90	97	508	502	498	18	21	27	31	27	25	43	45	41	7	6	7
Non-Economically Disadvantaged	176	757	42230	100	99	99	536	545	535	5	5	11	19	14	15	57	54	50	19	27	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	242	1271	79501	100	97	98	509	505	497	4	8	10	21	21	25	71	65	60	4	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	639	39062	100	98	99	522	512	502	1	6	8	11	18	23	82	68	64	6	8	5
Male	136	628	40368	99	96	98	498	499	491	5	9	13	28	25	27	64	62	57	3	4	3
African American	NC	47	4279	NC	98	99	NC	484	485	NC	15	14	NC	30	30	NC	51	54	NC	4	2
Hispanic	54	432	32389	100	97	98	495	479	478	7	16	16	26	35	34	65	47	48	2	2	1
Asian/Pacific Islander	NC	41	1936	NC	98	99	NC	516	519	NC	5	3	NC	10	14	NC	83	73	NC	2	9
American Indian/Alaskan Native	NC	30	4401	NC	91	96	NC	487	473	NC	17	17	NC	27	40	NC	57	43	NC	NA	1
White	171	719	36446	99	98	99	513	523	516	3	2	4	17	13	15	75	76	73	5	8	7
Students with Disabilities	46	172	9411	98	85	88	461	466	453	17	22	36	52	45	36	30	33	26	NA	1	1
Students without Disabilities	196	1099	70090	100	100	100	518	511	502	1	6	7	13	18	24	81	70	65	5	7	5
Limited English Proficient Students	NC	90	9401	NC	94	94	NC	430	443	NC	54	40	NC	38	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	67	509	37183	100	94	97	492	478	479	7	16	16	28	35	34	64	48	49	NA	1	1
Non-Economically Disadvantaged	175	762	42318	99	100	99	515	523	513	2	2	5	18	12	17	74	77	70	6	9	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	243	1268	80000	100	97	99	584	573	564	2	2	3	6	9	11	72	70	75	21	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	644	39288	100	99	99	608	589	579	NA	1	2	1	4	6	67	68	77	32	26	16
Male	137	622	40644	99	95	98	565	557	549	3	4	4	9	13	15	75	72	74	12	11	7
African American	NC	46	4307	NC	96	99	NC	552	551	NC	4	4	NC	11	13	NC	74	75	NC	11	7
Hispanic	54	430	32672	100	96	99	564	550	548	4	4	4	9	13	14	74	75	76	13	9	6
Asian/Pacific Islander	NC	40	1945	NC	95	99	NC	590	592	NC	3	1	NC	8	4	NC	60	69	NC	30	25
American Indian/Alaskan Native	NC	30	4424	NC	91	97	NC	544	549	NC	7	3	NC	13	14	NC	73	77	NC	7	5
White	172	721	36602	100	98	99	591	589	579	1	1	2	4	6	7	70	67	75	24	25	16
Students with Disabilities	47	170	9919	100	84	93	537	523	505	2	5	9	21	30	35	72	59	54	4	6	2
Students without Disabilities	196	1098	70081	100	100	100	593	580	571	2	2	2	2	5	7	71	72	79	25	21	12
Limited English Proficient Students	NC	91	9571	NC	95	96	NC	482	502	NC	14	10	NC	35	29	NC	51	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	67	506	37534	100	94	98	575	546	547	1	4	4	9	14	15	78	76	76	12	6	5
Non-Economically Disadvantaged	176	762	42466	100	100	100	587	591	578	2	2	2	5	5	7	69	66	75	24	27	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	330	1252	78546	98	94	97	567	558	543	6	9	15	11	14	18	57	55	52	26	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	618	38645	98	96	98	567	558	545	5	8	13	10	13	18	64	58	54	22	20	15
Male	159	633	39792	98	91	97	567	559	542	8	10	17	11	14	17	50	52	50	30	23	15
African American	NC	52	4205	NC	88	97	NC	531	524	NC	19	22	NC	15	22	NC	56	49	NC	10	7
Hispanic	52	423	31177	96	91	97	547	535	524	12	17	22	19	22	23	50	50	48	19	11	7
Asian/Pacific Islander	NC	35	1940	NC	95	99	NC	577	580	NC	9	5	NC	9	9	NC	46	53	NC	37	33
American Indian/Alaskan Native	NC	16	4689	NC	84	95	NC	549	515	NC	13	28	NC	19	25	NC	56	43	NC	13	4
White	259	726	36450	98	96	97	571	573	563	5	4	7	9	9	12	58	58	57	27	29	23
Students with Disabilities	37	93	8093	93	57	82	502	506	489	43	35	50	22	28	24	32	34	23	3	2	2
Students without Disabilities	293	1159	70453	99	99	100	574	562	549	2	7	11	9	13	17	60	57	56	29	23	16
Limited English Proficient Students	NC	86	9323	NC	86	94	NC	494	491	NC	43	47	NC	34	28	NC	22	24	NC	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	40	456	34694	93	87	96	550	534	524	8	17	23	28	23	23	48	50	48	18	10	7
Non-Economically Disadvantaged	290	796	43852	99	98	99	569	572	559	6	5	10	8	8	13	59	58	56	27	29	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	330	1305	79045	98	98	98	534	523	512	2	7	10	20	21	25	65	62	58	13	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	637	38860	98	99	98	541	530	519	NA	5	7	18	19	22	67	64	62	15	12	8
Male	159	667	40075	98	96	97	527	515	505	4	9	12	23	24	28	62	61	54	11	6	6
African American	NC	56	4250	NC	95	98	NC	511	500	NC	7	12	NC	34	31	NC	54	54	NC	5	3
Hispanic	52	446	31314	96	96	98	513	499	493	4	13	16	31	33	34	62	50	48	4	4	2
Asian/Pacific Islander	NC	36	1949	NC	97	99	NC	525	536	NC	8	4	NC	14	15	NC	72	66	NC	6	15
American Indian/Alaskan Native	NC	19	4719	NC	100	96	NC	501	489	NC	16	15	NC	32	39	NC	47	45	NC	5	2
White	259	748	36730	98	99	98	539	538	532	2	3	4	19	14	16	64	70	68	16	13	12
Students with Disabilities	37	145	8552	93	90	87	476	469	463	16	28	35	59	46	40	22	23	23	3	3	1
Students without Disabilities	293	1160	70493	99	99	100	541	529	517	0	4	7	15	18	24	70	67	62	14	10	8
Limited English Proficient Students	NC	91	9355	NC	91	95	NC	453	456	NC	41	37	NC	45	48	NC	14	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	40	493	34922	93	94	96	516	498	493	5	14	15	28	32	34	63	51	48	5	4	3
Non-Economically Disadvantaged	290	812	44123	99	100	99	537	537	527	2	3	6	19	15	18	65	69	66	14	13	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	335	1297	79657	99	97	99	596	580	566	2	2	3	1	5	8	91	90	87	5	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	631	39120	100	98	99	603	593	580	1	1	2	1	2	4	93	93	92	6	4	2
Male	161	665	40423	99	96	98	589	567	553	2	3	5	2	8	12	90	86	83	5	2	1
African American	NC	54	4290	NC	92	99	NC	580	560	NC	NA	4	NC	9	9	NC	91	86	NC	NA	1
Hispanic	54	444	31642	100	95	99	585	562	552	2	4	5	4	8	11	93	86	84	2	1	0
Asian/Pacific Islander	NC	37	1948	NC	100	99	NC	581	589	NC	3	1	NC	8	3	NC	84	91	NC	5	4
American Indian/Alaskan Native	NC	19	4760	NC	100	97	NC	563	547	NC	NA	5	NC	16	14	NC	79	81	NC	5	0
White	262	743	36929	99	98	99	599	590	579	2	1	2	1	3	5	91	92	91	6	4	2
Students with Disabilities	39	128	9069	98	79	92	540	531	508	13	10	11	8	16	30	77	73	58	3	1	1
Students without Disabilities	296	1169	70588	100	99	100	603	585	573	0	1	2	1	4	5	93	92	91	6	3	1
Limited English Proficient Students	NC	91	9521	NC	91	96	NC	504	507	NC	15	13	NC	25	24	NC	59	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	43	486	35341	100	93	97	582	560	551	2	4	5	NA	9	12	93	86	83	5	1	0
Non-Economically Disadvantaged	292	811	44316	99	100	100	598	591	578	2	1	2	2	3	5	91	92	90	5	4	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	345	1247	78400	98	92	97	569	568	554	12	14	21	15	17	19	61	52	47	12	17	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	154	609	38686	99	94	98	562	562	554	14	16	20	18	19	20	58	51	49	10	15	12
Male	191	636	39636	97	91	96	574	574	554	9	11	23	13	16	18	64	54	46	14	19	13
African American	11	53	4193	100	87	97	546	536	533	27	25	32	9	28	23	64	43	40	NA	4	5
Hispanic	53	386	30732	95	89	97	564	544	534	8	24	31	17	25	24	68	44	40	8	8	5
Asian/Pacific Islander	13	36	1827	100	100	99	600	615	594	NA	3	8	38	19	12	23	36	49	38	42	31
American Indian/Alaskan Native	NC	14	4536	NC	88	95	NC	569	528	NC	7	35	NC	21	25	NC	57	37	NC	14	4
White	264	756	37038	98	94	97	568	580	575	13	8	11	14	12	14	62	58	56	12	21	19
Students with Disabilities	43	100	7840	90	53	81	511	516	498	42	43	60	26	24	18	33	32	20	NA	1	2
Students without Disabilities	302	1147	70560	99	99	99	576	572	560	7	11	17	14	17	19	65	54	50	14	18	14
Limited English Proficient Students	NC	70	8956	NC	84	95	NC	492	502	NC	64	56	NC	21	25	NC	14	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	43	414	33014	93	86	95	553	540	534	19	25	31	16	23	24	58	45	40	7	6	5
Non-Economically Disadvantaged	302	833	45386	98	96	99	571	581	569	11	8	15	15	14	15	62	56	52	13	22	18

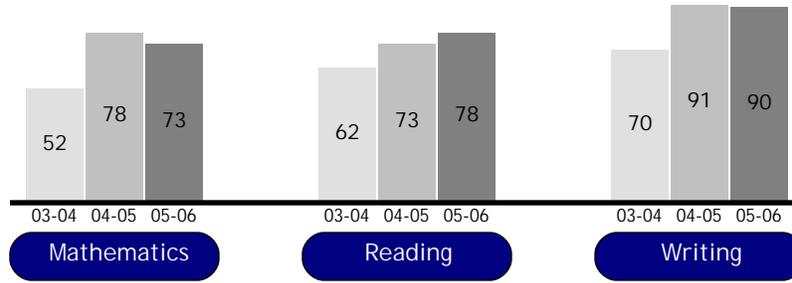
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	346	1319	79179	98	98	98	537	527	519	5	9	11	17	22	27	70	62	58	8	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	155	635	38974	99	98	99	539	530	524	7	8	8	14	21	25	70	63	61	9	7	5
Male	191	682	40124	97	97	97	535	525	513	4	11	13	19	22	28	70	62	54	6	6	4
African American	11	56	4243	100	92	98	517	502	506	9	20	14	18	23	32	73	57	51	NA	NA	3
Hispanic	53	423	30987	95	97	98	522	501	498	4	17	17	36	36	36	57	45	45	4	2	1
Asian/Pacific Islander	13	36	1832	100	100	99	550	555	543	NA	3	4	15	17	17	77	61	69	8	19	10
American Indian/Alaskan Native	NC	15	4573	NC	94	96	NC	538	494	NC	7	16	NC	13	41	NC	73	42	NC	7	1
White	265	787	37467	99	98	98	539	542	539	6	5	5	14	14	17	72	72	70	8	9	8
Students with Disabilities	44	175	8567	92	93	88	486	471	467	25	35	39	39	40	38	34	24	22	2	1	1
Students without Disabilities	302	1144	70612	99	98	99	544	535	524	3	6	7	14	19	25	75	68	62	8	7	5
Limited English Proficient Students	NC	79	9013	NC	95	95	NC	445	461	NC	59	40	NC	35	48	NC	5	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	43	455	33345	93	94	96	524	498	499	12	19	17	23	34	36	58	47	46	7	1	1
Non-Economically Disadvantaged	303	864	45834	99	99	99	539	543	533	5	5	7	16	16	19	72	71	67	8	9	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	348	1308	79734	99	97	99	578	564	554	2	2	3	9	16	19	89	81	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	155	633	39243	99	98	99	586	573	568	1	1	2	6	12	12	93	86	85	1	0	1
Male	193	673	40413	98	96	98	571	555	541	3	3	4	11	19	26	85	77	70	1	1	0
African American	11	56	4285	100	92	99	576	537	548	NA	9	3	27	21	22	73	70	74	NA	NA	0
Hispanic	54	415	31254	96	95	99	562	541	539	4	4	5	15	26	25	80	70	70	2	0	0
Asian/Pacific Islander	13	36	1837	100	100	99	580	581	579	NA	3	1	8	11	9	92	83	87	NA	3	2
American Indian/Alaskan Native	NC	14	4613	NC	88	97	NC	560	535	NC	NA	4	NC	21	29	NC	79	67	NC	NA	0
White	266	785	37668	99	98	99	581	577	569	2	1	1	7	10	13	91	88	85	1	1	1
Students with Disabilities	44	152	8943	92	81	92	527	505	495	9	7	11	34	51	51	55	41	38	2	1	1
Students without Disabilities	304	1156	70791	100	99	100	584	571	561	1	2	2	5	11	15	93	87	83	1	1	0
Limited English Proficient Students	NC	77	9138	NC	93	97	NC	461	492	NC	22	13	NC	56	46	NC	22	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	45	450	33718	98	93	97	562	534	538	9	5	5	16	29	26	73	66	69	2	0	0
Non-Economically Disadvantaged	303	858	46016	99	99	100	580	579	567	1	1	2	8	9	14	91	90	84	1	1	1

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

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

8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	97	67	NA	56	98	60	57	51	96	65	61	56
	Language	97	56	61	48	98	59	55	47	96	58	58	50
	Mathematics	98	77	80	66	98	65	61	52	96	65	65	58
7	Reading	96	72	NA	54	98	57	53	50	99	70	61	54
	Language	95	74	70	58	98	61	58	52	99	73	67	58
	Mathematics	95	82	74	62	98	63	57	50	99	73	67	54
8	Reading	100	73	NA	55	97	59	54	51	99	68	63	58
	Language	100	71	67	52	97	61	56	50	99	67	63	56
	Mathematics	100	81	71	61	97	67	59	53	98	72	68	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

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

Council Duties

- Ü School Site Improvement Plan with Interv
- Ü School Improvement
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Program Development
- Ü Extracurricular Activities/Tax Credits

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	5	0	0
4 to 6 years	3	1	0	0
7 to 9 years	6	5	0	0
10 or more years	11	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	138
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	2%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (4)
- Ü Media Studio
- Ü Library

Extracurricular Activities

- Ü Odyssey of the Mind
- Ü Future Problem Solving
- Ü Interscholastic Sports
- Ü Geography bee
- Ü Student Council
- Ü Model Building Club
- Ü Spanish Club
- Ü Year Book Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Recreational Activities
- Ü Community Athletic Events
- Ü Food Drive

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Through the efforts of the student council, a number of activities for students during their homeroom and lunch time were put into place.

- ü Exceed our writing goal in the area of sentence fluency.

- ü Successfully implemented Math, Reading and Writing labs that benefit students needing additional skill development.

- ü Improved student reading scores improved to meet success with our 301 site plan.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	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

The administration takes an active role in being out on campus and classroom by promoting positive interactions. Any visitor to the campus must sign-in at the office and wear an ID badge.

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) :

6

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	Robert Vinyard	(520) 696-5997
Transportation Policy	Kevin Corner	(520) 696-5923
Community Resources	Robert Vinyard	(520) 696-5920
School Nutrition Programs	Gail Collins	(520) 696-5920
Parent Organization	Robert Vinyard	(520) 696-5920
Student Health/Nurse	Loy Mentzer/Roni Dvoskin	(520) 696-5920

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."

ACHIEVEMENT PROFILES

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 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.