

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1911 E Orange Grove Rd, Tucson, AZ 85718

Catalina Foothills 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	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. Phil Woodall
 Schedule : 07:00 AM to 03:30 PM
 Grades : 6-8
 Web Address : www.cfsd.k12.az.us
 Phone Number : (520) 577-5315
 Fax Number : (520) 577-5319
 E-mail : pwoodall@cfsd.k12.az.us

Mission

The Orange Grove staff uses the Data Team process to make all instructional decisions. All students will achieve high levels of learning through academic goals articulated within the framework of the partnership for 21st Century Skills.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	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 All students will meet or exceed Orange Grove curricular performance standards.
- ü Differentiation of instruction to meet the needs of each student by using strategies and skills with the Dimension of Learning and Skillful Teacher frameworks.
- ü Grade-level data teams will set quarterly goals to improve student achievement for all students.

Enrollment

October 1, 2005 School Year Student Enrollment : 667
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 61

Instructional Programs

- ü Inclusion Model for Special Education
- ü Gifted
- ü Required Foreign Language
- ü Fine Arts Program (6-8)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide a parent volunteer program, open house, biweekly school newsletter, parent-teacher conf., mid quarter progress reports, quarterly report cards, Family Faculty Organization, OGMS Student Council, Student Handbook, CFSD Discipline Matrix and Student Led Conferences for all students.

Parents

The parents and the staff of Orange Grove Middle School are partners in the educational process. Parents are encouraged to model and inculcate a love of learning, and support the development of ethical behavior using the Character Counts program.

Transportation Policy

Transportation is provided to in district students who reside one half mile from school for grades 6 through 8.

School Honors

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

Award/Honor	Year
ü Odyssey of the Mind	2003
ü MARS Mission National Champions	2004
ü Arizona Teacher of the Year Finalist	2004
ü National Championship Chess Team	2002

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	211	413	79327	100	100	98	581	574	518	2	2	19	6	7	20	37	41	46	55	50	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	209	38961	100	100	98	580	573	520	1	1	16	6	9	20	39	44	48	54	46	16
Male	108	204	40295	99	100	97	582	576	516	3	4	21	6	6	19	35	37	44	56	53	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	30	59	32327	100	100	98	567	552	499	7	8	27	7	10	25	47	47	41	40	34	8
Asian/Pacific Islander	20	46	1939	95	98	99	597	586	556	NA	NA	6	5	7	10	35	39	47	60	54	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	157	300	36373	100	100	98	582	577	538	1	2	10	5	6	14	36	40	52	57	52	25
Students with Disabilities	19	32	9321	100	100	87	525	510	467	16	22	54	16	25	22	47	41	21	21	13	3
Students without Disabilities	192	381	70006	99	100	100	587	579	524	1	1	14	5	6	19	36	41	49	59	53	18
Limited English Proficient Students	NC	10	9431	NC	100	95	NC	NA	466	NC	NA	53	NC	NA	27	NC	NA	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	21	37097	NC	100	97	NC	537	498	NC	10	27	NC	24	25	NC	29	41	NC	38	7
Non-Economically Disadvantaged	202	392	42230	100	100	99	583	576	535	2	2	11	4	6	15	38	41	50	55	50	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	211	413	79501	100	100	98	540	539	497	1	1	10	5	5	25	79	78	60	15	16	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	209	39062	100	100	99	548	543	502	1	0	8	4	3	23	75	76	64	20	20	5
Male	108	204	40368	99	100	98	533	534	491	2	1	13	6	6	27	83	80	57	9	12	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	30	59	32389	100	100	98	534	526	478	NA	2	16	13	14	34	73	71	48	13	14	1
Asian/Pacific Islander	20	46	1936	95	98	99	533	533	519	5	2	3	NA	NA	14	85	83	73	10	15	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	157	300	36446	100	100	99	542	542	516	1	1	4	4	3	15	79	79	73	16	17	7
Students with Disabilities	19	32	9411	100	100	88	509	502	453	11	6	36	21	19	36	58	69	26	11	6	1
Students without Disabilities	192	381	70090	99	100	100	543	541	502	1	1	7	3	3	24	81	79	65	15	17	5
Limited English Proficient Students	NC	10	9401	NC	100	94	NC	NA	443	NC	NA	40	NC	NA	46	NC	NA	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	21	37183	NC	100	97	NC	507	479	NC	10	16	NC	NA	34	NC	90	49	NC	NA	1
Non-Economically Disadvantaged	202	392	42318	100	100	99	542	540	513	1	1	5	5	5	17	79	78	70	15	17	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	212	414	80000	100	100	99	619	616	564	1	1	3	2	2	11	48	52	75	49	45	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	209	39288	100	100	99	637	630	579	NA	1	2	NA	0	6	34	42	77	66	57	16
Male	109	205	40644	100	100	98	602	602	549	2	1	4	4	4	15	61	62	74	33	33	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	30	59	32672	100	100	99	616	610	548	NA	NA	4	7	5	14	50	54	76	43	41	6
Asian/Pacific Islander	21	47	1945	100	100	99	612	604	592	NA	2	1	5	2	4	52	60	69	43	36	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	157	300	36602	100	100	99	622	620	579	1	1	2	1	2	7	46	49	75	52	48	16
Students with Disabilities	19	32	9919	100	100	93	588	566	505	NA	NA	9	5	13	35	84	75	54	11	13	2
Students without Disabilities	193	382	70081	100	100	100	622	620	571	1	1	2	2	2	7	45	50	79	53	48	12
Limited English Proficient Students	NC	10	9571	NC	100	96	NC	NA	502	NC	NA	10	NC	NA	29	NC	NA	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	21	37534	NC	100	98	NC	588	547	NC	NA	4	NC	10	15	NC	67	76	NC	24	5
Non-Economically Disadvantaged	203	393	42466	100	100	100	620	617	578	1	1	2	1	2	7	47	51	75	50	46	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	219	418	78546	100	99	97	604	601	543	2	3	15	3	5	18	41	41	52	54	51	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	200	38645	100	100	98	600	597	545	5	4	13	5	7	18	39	42	54	52	48	15
Male	110	218	39792	99	99	97	608	605	542	NA	1	17	1	3	17	44	40	50	55	55	15
African American	NC	12	4205	NC	100	97	NC	560	524	NC	NA	22	NC	17	22	NC	58	49	NC	25	7
Hispanic	21	43	31177	100	100	97	568	578	524	NA	5	22	5	16	23	71	51	48	24	28	7
Asian/Pacific Islander	16	35	1940	100	100	99	620	623	580	NA	3	5	NA	NA	9	44	34	53	56	63	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	176	327	36450	99	99	97	608	603	563	3	2	7	3	4	12	36	40	57	58	54	23
Students with Disabilities	21	39	8093	95	98	82	526	522	489	24	23	50	19	26	24	48	46	23	10	5	2
Students without Disabilities	198	379	70453	100	99	100	611	608	549	NA	1	11	1	3	17	40	40	56	59	56	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	12	23	34694	100	100	96	570	567	524	8	13	23	NA	NA	23	58	61	48	33	26	7
Non-Economically Disadvantaged	207	395	43852	100	99	99	606	603	559	2	2	10	3	5	13	40	40	56	55	53	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	221	420	79045	100	100	98	563	562	512	1	1	10	8	8	25	61	61	58	30	30	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	200	38860	100	100	98	568	565	519	1	1	7	7	9	22	58	60	62	34	31	8
Male	112	220	40075	100	100	97	557	560	505	1	2	12	9	8	28	63	62	54	27	28	6
African American	NC	12	4250	NC	100	98	NC	537	500	NC	NA	12	NC	8	31	NC	83	54	NC	8	3
Hispanic	21	43	31314	100	100	98	525	537	493	NA	5	16	33	28	34	52	49	48	14	19	2
Asian/Pacific Islander	16	35	1949	100	100	99	568	565	536	6	3	4	NA	3	15	56	60	66	38	34	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	178	329	36730	100	100	98	566	566	532	1	1	4	6	6	16	61	62	68	32	31	12
Students with Disabilities	22	40	8552	100	100	87	502	502	463	5	5	35	45	50	40	45	43	23	5	3	1
Students without Disabilities	199	380	70493	100	100	100	568	568	517	1	1	7	4	4	24	62	63	62	33	32	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	12	23	34922	100	100	96	523	520	493	8	9	15	25	22	34	58	65	48	8	4	3
Non-Economically Disadvantaged	209	397	44123	100	100	99	565	565	527	0	1	6	7	8	18	61	61	66	32	31	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	220	419	79657	100	100	99	611	608	566	1	2	3	1	2	8	83	84	87	15	13	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	199	39120	99	99	99	620	620	580	1	1	2	2	3	4	76	77	92	21	20	2
Male	112	220	40423	100	100	98	601	598	553	2	3	5	NA	1	12	90	89	83	8	7	1
African American	NC	12	4290	NC	100	99	NC	584	560	NC	NA	4	NC	NA	9	NC	100	86	NC	NA	1
Hispanic	21	43	31642	100	100	99	597	596	552	NA	2	5	NA	7	11	95	81	84	5	9	0
Asian/Pacific Islander	16	35	1948	100	100	99	610	615	589	6	3	1	NA	3	3	69	74	91	25	20	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	177	328	36929	100	99	99	612	609	579	1	2	2	1	1	5	82	84	91	15	13	2
Students with Disabilities	22	40	9069	100	100	92	556	554	508	5	10	11	9	10	30	86	80	58	NA	NA	1
Students without Disabilities	198	379	70588	100	99	100	616	613	573	1	1	2	NA	1	5	83	84	91	16	15	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	12	23	35341	100	100	97	585	573	551	8	13	5	8	9	12	67	65	83	17	13	0
Non-Economically Disadvantaged	208	396	44316	100	99	100	612	610	578	1	1	2	0	1	5	84	85	90	14	13	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	235	431	78400	100	100	97	618	620	554	3	4	21	4	4	19	48	45	47	44	47	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	204	38686	99	99	98	612	615	554	5	4	20	7	5	20	48	45	49	41	46	12
Male	128	227	39636	100	100	96	623	624	554	2	4	23	2	3	18	48	46	46	47	48	13
African American	NC	10	4193	NC	100	97	NC	NA	533	NC	NA	32	NC	NA	23	NC	NA	40	NC	NA	5
Hispanic	35	49	30732	100	100	97	593	591	534	9	10	31	9	8	24	54	53	40	29	29	5
Asian/Pacific Islander	26	41	1827	100	100	99	641	643	594	4	2	8	NA	NA	12	35	32	49	62	66	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	170	330	37038	99	99	97	619	623	575	2	3	11	4	4	14	48	45	56	45	48	19
Students with Disabilities	20	41	7840	100	100	81	552	543	498	25	32	60	15	12	18	50	49	20	10	7	2
Students without Disabilities	215	390	70560	100	99	99	624	628	560	1	1	17	3	3	19	48	45	50	47	51	14
Limited English Proficient Students	NC	10	8956	NC	100	95	NC	NA	502	NC	NA	56	NC	NA	25	NC	NA	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	16	24	33014	100	100	95	608	595	534	NA	4	31	13	13	24	44	50	40	44	33	5
Non-Economically Disadvantaged	219	407	45386	100	100	99	619	621	569	4	4	15	4	3	15	48	45	52	44	48	18

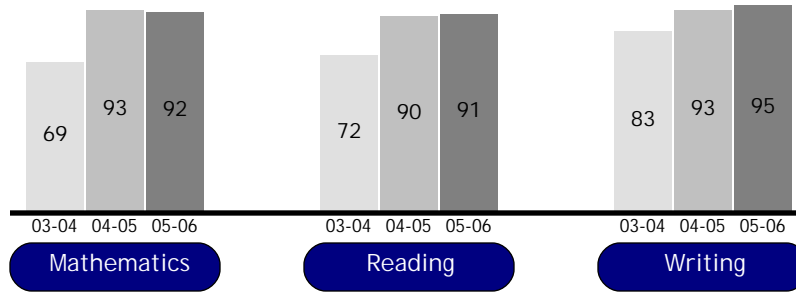
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	234	430	79179	99	99	98	562	567	519	2	2	11	7	6	27	77	74	58	14	18	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	203	38974	98	99	99	566	571	524	3	2	8	8	5	25	72	72	61	18	20	5
Male	128	227	40124	100	100	97	559	565	513	2	2	13	6	7	28	81	76	54	11	15	4
African American	NC	10	4243	NC	100	98	NC	NA	506	NC	NA	14	NC	NA	32	NC	NA	51	NC	NA	3
Hispanic	35	49	30987	100	100	98	530	532	498	6	6	17	26	24	36	66	63	45	3	6	1
Asian/Pacific Islander	26	41	1832	100	100	99	557	565	543	8	5	4	NA	NA	17	73	76	69	19	20	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	169	329	37467	99	99	98	569	575	539	1	1	5	4	3	17	79	77	70	16	20	8
Students with Disabilities	20	41	8567	100	100	88	510	513	467	20	20	39	15	15	38	65	61	22	NA	5	1
Students without Disabilities	214	389	70612	99	99	99	567	573	524	0	0	7	6	5	25	78	76	62	15	19	5
Limited English Proficient Students	NC	10	9013	NC	100	95	NC	NA	461	NC	NA	40	NC	NA	48	NC	NA	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	16	24	33345	100	100	96	544	540	499	NA	NA	17	19	17	36	75	79	46	6	4	1
Non-Economically Disadvantaged	218	406	45834	99	99	99	563	569	533	2	2	7	6	5	19	77	74	67	15	18	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	235	432	79734	100	100	99	591	595	554	1	1	3	4	4	19	94	93	78	1	2	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	205	39243	99	100	99	600	604	568	NA	NA	2	3	2	12	94	95	85	3	3	1
Male	128	227	40413	100	100	98	583	588	541	2	1	4	5	6	26	93	92	70	NA	1	0
African American	NC	10	4285	NC	100	99	NC	NA	548	NC	NA	3	NC	NA	22	NC	NA	74	NC	NA	0
Hispanic	35	49	31254	100	100	99	560	558	539	6	6	5	9	10	25	86	82	70	NA	2	0
Asian/Pacific Islander	26	41	1837	100	100	99	602	607	579	NA	NA	1	12	7	9	88	93	87	NA	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	170	331	37668	99	100	99	596	600	569	NA	NA	1	2	2	13	96	95	85	2	2	1
Students with Disabilities	20	41	8943	100	100	92	527	544	495	10	5	11	20	17	51	70	78	38	NA	NA	1
Students without Disabilities	215	391	70791	100	100	100	597	601	561	NA	0	2	3	3	15	96	95	83	1	2	0
Limited English Proficient Students	NC	10	9138	NC	100	97	NC	NA	492	NC	NA	13	NC	NA	46	NC	NA	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	16	24	33718	100	100	97	586	567	538	NA	4	5	NA	4	26	100	92	69	NA	NA	0
Non-Economically Disadvantaged	219	408	46016	100	100	100	592	597	567	1	0	2	5	4	14	93	93	84	1	2	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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	81	NA	56	98	75	74	51	100	84	83	56
	Language	100	76	79	48	98	71	72	47	100	80	79	50
	Mathematics	100	91	92	66	98	80	80	52	100	86	84	58
7	Reading	98	80	NA	54	100	73	74	50	99	83	83	54
	Language	99	86	86	58	100	78	77	52	99	87	86	58
	Mathematics	99	91	92	62	100	74	76	50	98	84	83	54
8	Reading	99	78	NA	55	97	73	74	51	100	80	82	58
	Language	100	77	80	52	97	73	73	50	100	78	79	56
	Mathematics	100	91	89	61	96	79	80	53	100	86	87	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 5 Student(s)

Council Duties

- Ü Site Strategic Plan
- Ü Parent/Educator Relations
- Ü Assess Progress Toward School Goals
- Ü Designate use of Tax Credit money
- Ü Monitor 21st Century Learning initiative

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.20
Other Professional Staff	12.38	Teacher Aide	10.13

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	5	4	0	0
7 to 9 years	2	6	0	0
10 or more years	5	15	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library Resource Center
- Ü Professional Library
- Ü Multi Purpose Room

Extracurricular Activities

- Ü Extended Day Classes
- Ü Interscholastic Sports
- Ü Intramural Sports
- Ü Yearbook
- Ü Student Council
- Ü Social Responsibility Committee

Social Services

- Ü After School Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Registered Nurse

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The faculty will participate in bimonthly two-hour staff development sessions which focus on implementing the District Planning Model, data analysis, as well as utilizing the Critical Friends Group format to improve teaching and learning.
- ü We use a life skill building approach embedded in resiliency research to foster five key student behaviors, e.g., Honoring good acts, offering help, stopping harm, making amends and restoring your reputation, and finding trusted guides.
- ü The staff are implementing the ten rubrics of the DuFour Professional Learning Community framework by parent surveys, student social norming surveys and staff surveys. Our goal is to do whatever it takes to help students achieve at high standards.
- ü All faculty were trained in the Data Team process and meet twice monthly to make data drive decisions and improve student learning.

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	95	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

Orange Grove MS has a school resource officer. Visitors must check-in at the front office and receive a security badge before entering campus.

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) :

0

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	Phil Woodall	(520) 577-5315
Transportation Policy	Sandy Thompson	(520) 299-6446
Community Resources	Phil Woodall	(520) 577-5315
School Nutrition Programs	Jody Brase	(520) 577-5315
Parent Organization	Laura Wittman	(520) 577-5315
Student Health/Nurse	Linda Lorimer	(520) 577-5315

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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