

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Calabasas Middle School

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

Santa Cruz Valley Unified District  
1374 W. Frontage Road, Rio Rico, AZ 85648-2006

**Principal:** Mrs. Paula Hart  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [spoling@santacruz.k12.az.us](mailto:spoling@santacruz.k12.az.us)

**Grades:** 6-8  
**2002 Enrollment:** 756  
**Phone:** (520) 281-8282 x 7450  
**Fax:** (520) 377-9556

## ∨ School Overview ∨

### Mission

Provide a supportive environment based on student needs and abilities. Each student's academic needs and personal development will be improved. Every student, through their involvement in school, self-discipline and mutual respect, will become a more responsible citizen. Students will be involved in the process of learning. Through the recognition of each student's potential and positive contributions, the student's self-esteem will be developed. Parents are an integral part of this process.

### Organization and Philosophy

- w Departmentalized Classrooms
- w Inclusion
- w Team Teaching
- w Traditional

### School/Academic Goals

- w To increase math scores
- w To increase reading comprehension skills

### Instructional Programs

- w Balanced Literacy
  - w Advanced Classes/Gifted Program
  - w CEDO Study Program
  - w Accelerated Math
  - w SDAIE Program
  - w Accelerated Reader
- w To promote computer literacy and use of the Internet throughout the curriculum
  - w To implement Love and Logic in a meaningful and consistent way

### Enrollment

October 1, 2001 School Year Student Enrollment:	697
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	1

<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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Advisement - Curriculum Development
- w Advisement - Student Discipline
- w Program Development
- w Extracurricular Activities
- w School Safety Issues
- w Promotion/Retention Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	5.00	Teacher Aide	1.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	3	0	0	0
10 or more years	15	3	0	0

∨ **Shared Responsibilities** ∨

**School**

Monthly parent newsletter and calendar of events. Progress Reports informing parents of academic concerns mailed quarterly. Advanced classes consist of studies in language arts and mathematics. Positive action programs to reward students for their efforts and motivation on a quarterly basis. Student Agenda/Organizer provided by school to help teach organizational skills. Yearly Parent Survey evaluating school and staff.

**Parents**

Parents may transport their child(ren) to and from school if they do not wish to utilize school bus transportation. Parents must inform the school of their child's absence/tardiness. Parents support the proper clothing attire that is acceptable at CMS. Parents are aware of the Free/Reduced Breakfast/Lunch Program. Parents are aware of district and middle school policies, discipline procedures and their consequences.

∨ **Transportation Policy** ∨

Our district boundaries are to the north, Pima County line, and to the south, property line for Rio Rico, encompassing approximately 273 square miles. Distances for the use of buses begin with a minimum of one mile and a maximum of 68. Our policy includes that all students attending SCVUSD have the privilege of being bused, according to routes that are in place. Board policy includes that no buses shall travel on unpaved roadways.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/8/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 5/21/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/23/02                      1/9/03                      3/11/03                      5/21/03

**Additional Calendar/Report Card Information**

Progress Reports are mailed home after the fourth week of each grading period for every student.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - Yes

<sup>3</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.

**Special Facilities**

- W Multiple Handicapped Facility
- W Computer/Technology Labs
- W Library and Career Center Set-up
- W Multipurpose Room/Cafeteria

**Extracurricular Activities**

- W Academic Clubs
- W Student Council
- W Educational Trips
- W Fine Arts/Drama
- W Sports

**School/Community Resources**

- W Counseling Services
- W Parent Volunteer Services
- W DES Services
- W Parent Classes
- W Project Wisdom
- W Crisis Intervention
- W Young Audience Performances

## ∇ 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 We are continuing to make gains in the area of mathematics. Our students are demonstrating improvement in their math scores on the AIMS and NWEA Tests.</p> | <p>W We are continuing to make gains in the area of reading. Improvement in their reading scores has been demonstrated by our students on the AIMS and NWEA Tests.</p>     |
| <p>W Implementation of a Balanced Literacy Program where students become skilled in applying these reading comprehension strategies.</p>                         | <p>W Through SDAIE Program, we have implemented a series of learning strategies. Although geared for ESL students, these strategies benefit all teachers and students.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	7.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	16.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</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>4</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>5</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>6</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>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</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>9</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
State Winner - Essay on Arizona Counties	1999
State Winner - State Poetry Contest	1999
County Winner - Anti-Drug and Violence Poster Contest	2001
Conference Champions in Sports	2002

## ∨ 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	169	488	35%	29%	29%	7%
	State	57484	504	24%	20%	40%	16%
Writing	School	168	477	29%	43%	27%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	168	438	58%	35%	5%	3%
	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	87	37	53	100	47	54	99	33	53	92	33	54	89	40	56
	Language	89	27	41	100	39	44	100	22	44	95	22	45	90	35	47
	Mathematics	89	37	57	100	61	59	100	38	60	94	36	63	90	52	65
7	Reading	100	41	52	100	37	53	100	45	52	91	37	53	83	39	55
	Language	100	41	52	100	39	54	100	42	54	90	39	55	81	44	58
	Mathematics	100	40	53	100	44	55	100	47	56	93	49	58	83	51	60
8	Reading	95	38	54	100	40	54	99	41	53	100	43	55	67	48	56
	Language	95	32	46	100	34	49	100	33	49	100	33	50	67	36	52
	Mathematics	95	40	52	100	40	54	100	39	56	100	41	58	67	43	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>78</b>	<b>85</b>
<b>Grades 6-7</b>	<b>74</b>	<b>84</b>
<b>Grades 7-8</b>	<b>75</b>	<b>36</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**

District-wide safety plan. School Resource Officer to assist in promotion of safe campus. Full-time security guards. Continued implementation of Love and Logic.

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).

6

**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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,379	\$1,552,230
Classroom Supplies	\$29	\$18,701
Administration	\$526	\$342,996
Support Services-Students	\$160	\$104,577
Other Support Services and Operations	\$548	\$357,281
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,641</b>	<b>\$2,375,785</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 ∨

	Name	Phone	Extension
<b>School Site Council</b>	Paula Hart	(520) 281-8282	7453
<b>Transportation Policy</b>	Fred Laguna	(520) 281-8282	7418
<b>Community Resources</b>	Daniel Fontes	(520) 281-8282	7401
<b>School Nutrition Programs</b>	Gilbert Mendivil	(520) 281-8282	7415
<b>Parent Organization</b>	Steve Poling	(520) 281-8282	7453
<b>Student Health/Nurse</b>	Maria Denicke	(520) 281-8282	7456

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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