

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

131 Camino Maricopa, Rio Rico, AZ 85648

Santa Cruz Valley 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. John Michael Fanning  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 6-8  
 Web Address : www.santacruz.k12.az.us/CMS/  
 Phone Number : (520) 375-8600  
 Fax Number : (520) 375-8690  
 E-mail : jfanning@santacruz.k12.az.us

### Mission

Our mission is to educate students to become active lifelong learners and responsible citizens in a culturally diverse global environment. 'FEARLESS LEARNERS, EXCEEDING EXPECTATIONS'

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	N/A
2004-05	SI Year 2
2003-04	Year 2

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

### School / Academic Goals

- ü To increase AIMS math scores: For the 2005 - 06 school year we will be focusing on Strand 4 - Geometry and Measurement building wide. In addition each grade level has selected an area of focus.
- ü To increase AIMS reading scores: For the 2005 - 06 school year we will be focusing on Strand 2 - Comprehending Literary Text building wide. In addition each grade level has selected an area of focus.

### Enrollment

October 1, 2005 School Year Student Enrollment : 871  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 29

Instructional Programs

- ü Balanced Literacy Program
- ü Advanced Classes/Gifted Program
- ü CEDO / Grand Canyon Study Program
- ü Accelerated Math / Reader
- ü Middle School Block Schedule
- ü 21st Century After School Program
- ü ESL/Bilingual Instruction
- ü Tutorial / Enrichment Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Calabasas is responsible for creating and maintaining a safe environment in which all students can learn. We believe communication with parents is essential for high academic achievement of our students. Monthly newsletter and event calendar is published by the school. Quarterly progress reports. Advanced classes in language arts and mathematics. Student reward/recognition programs. Student agenda/organizer. Annual parent survey.

Parents

Parents are responsible for ensuring that their children come to school ready to learn. Students should be encouraged by parents to do their best in school. Parents must work closely with their child's teachers to help the child succeed academically. Read and support school policies and discipline procedures/consequences. Promote consistent attendance. Report absences/tardies. Support student uniform policy. Promote breakfast/lunch program.

Transportation Policy

Buses will travel a minimum of one mile and a maximum of 68 miles. All students attending SCVUSD have the privilege of being bused, according to routes that are in place. Board policy states that no buses shall travel on unpaved roadways.

School Honors

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

Award/Honor	Year
ü Who's Who Among American Teachers	2006
ü Arizona Middle Level Principal of the Year	2005
ü Presidential Award for Excellence in Math Teaching	2005
ü Numerous (12) Ribbons at Stuco AAJHSC Convention	2004

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	265	265	79327	97	97	98	509	509	518	21	21	19	23	23	20	46	46	46	11	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	117	38961	98	98	98	512	512	520	13	13	16	30	30	20	48	48	48	9	9	16
Male	148	148	40295	97	97	97	506	506	516	27	27	21	17	17	19	45	45	44	11	11	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	249	249	32327	97	97	98	505	505	499	21	21	27	24	24	25	47	47	41	8	8	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	14	14	36373	100	100	98	565	565	538	14	14	10	7	7	14	29	29	52	50	50	25
Students with Disabilities	15	15	9321	75	75	87	457	457	467	73	73	54	13	13	22	13	13	21	NA	NA	3
Students without Disabilities	250	250	70006	99	99	100	512	512	524	18	18	14	23	23	19	48	48	49	11	11	18
Limited English Proficient Students	99	99	9431	94	94	95	476	476	466	43	43	53	28	28	27	27	27	18	1	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	212	212	37097	98	98	97	504	504	498	22	22	27	23	23	25	48	48	41	7	7	7
Non-Economically Disadvantaged	53	53	42230	95	95	99	529	529	535	15	15	11	21	21	15	40	40	50	25	25	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	265	265	79501	97	97	98	484	484	497	10	10	10	37	37	25	51	51	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	117	39062	98	98	99	490	490	502	7	7	8	36	36	23	55	55	64	3	3	5
Male	148	148	40368	97	97	98	479	479	491	13	13	13	39	39	27	47	47	57	1	1	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	249	249	32389	97	97	98	480	480	478	11	11	16	39	39	34	49	49	48	1	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	14	14	36446	100	100	99	526	526	516	NA	NA	4	7	7	15	86	86	73	7	7	7
Students with Disabilities	15	15	9411	75	75	88	459	459	453	20	20	36	53	53	36	27	27	26	NA	NA	1
Students without Disabilities	250	250	70090	99	99	100	485	485	502	10	10	7	36	36	24	52	52	65	2	2	5
Limited English Proficient Students	99	99	9401	94	94	94	456	456	443	23	23	40	53	53	46	24	24	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	212	212	37183	98	98	97	478	478	479	11	11	16	41	41	34	48	48	49	0	0	1
Non-Economically Disadvantaged	53	53	42318	95	95	99	505	505	513	8	8	5	23	23	17	62	62	70	8	8	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	267	267	80000	98	98	99	552	552	564	2	2	3	12	12	11	82	82	75	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	119	39288	99	99	99	566	566	579	2	2	2	6	6	6	89	89	77	3	3	16
Male	148	148	40644	97	97	98	540	540	549	2	2	4	18	18	15	77	77	74	3	3	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	251	251	32672	98	98	99	549	549	548	2	2	4	13	13	14	82	82	76	3	3	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	14	14	36602	100	100	99	588	588	579	NA	NA	2	NA	NA	7	93	93	75	7	7	16
Students with Disabilities	16	16	9919	80	80	93	498	498	505	6	6	9	44	44	35	50	50	54	NA	NA	2
Students without Disabilities	251	251	70081	100	100	100	555	555	571	2	2	2	10	10	7	84	84	79	4	4	12
Limited English Proficient Students	100	100	9571	95	95	96	523	523	502	3	3	10	24	24	29	73	73	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	213	213	37534	99	99	98	548	548	547	2	2	4	14	14	15	83	83	76	1	1	5
Non-Economically Disadvantaged	54	54	42466	96	96	100	565	565	578	2	2	2	6	6	7	81	81	75	11	11	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	307	307	78546	100	100	97	538	538	543	13	13	15	18	18	18	59	59	52	11	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	119	38645	98	98	98	536	536	545	18	18	13	18	18	18	50	50	54	13	13	15
Male	186	186	39792	100	100	97	540	540	542	9	9	17	18	18	17	63	63	50	9	9	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	294	294	31177	100	100	97	537	537	524	13	13	22	18	18	23	58	58	48	10	10	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	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	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	31	31	8093	100	100	82	477	477	489	58	58	50	19	19	24	23	23	23	NA	NA	2
Students without Disabilities	276	276	70453	100	100	100	545	545	549	8	8	11	18	18	17	63	63	56	12	12	16
Limited English Proficient Students	89	89	9323	100	100	94	497	497	491	37	37	47	30	30	28	31	31	24	1	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	223	223	34694	99	99	96	531	531	524	15	15	23	18	18	23	59	59	48	7	7	7
Non-Economically Disadvantaged	84	84	43852	100	100	99	557	557	559	6	6	10	17	17	13	57	57	56	20	20	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	307	307	79045	100	100	98	503	503	512	8	8	10	30	30	25	58	58	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	119	38860	98	98	98	503	503	519	10	10	7	25	25	22	62	62	62	3	3	8
Male	186	186	40075	100	100	97	502	502	505	7	7	12	34	34	28	55	55	54	4	4	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	294	294	31314	100	100	98	501	501	493	9	9	16	32	32	34	56	56	48	4	4	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	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	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	31	31	8552	100	100	87	458	458	463	32	32	35	45	45	40	23	23	23	NA	NA	1
Students without Disabilities	276	276	70493	100	100	100	507	507	517	5	5	7	29	29	24	62	62	62	4	4	8
Limited English Proficient Students	89	89	9355	100	100	95	462	462	456	24	24	37	56	56	48	20	20	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	223	223	34922	99	99	96	496	496	493	9	9	15	34	34	34	54	54	48	3	3	3
Non-Economically Disadvantaged	84	84	44123	100	100	99	520	520	527	5	5	6	21	21	18	68	68	66	6	6	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	307	307	79657	100	100	99	560	560	566	2	2	3	9	9	8	88	88	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	119	39120	98	98	99	566	566	580	1	1	2	10	10	4	87	87	92	2	2	2
Male	186	186	40423	100	100	98	556	556	553	3	3	5	9	9	12	88	88	83	1	1	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	294	294	31642	100	100	99	559	559	552	2	2	5	9	9	11	88	88	84	1	1	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	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	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	31	31	9069	100	100	92	509	509	508	6	6	11	29	29	30	65	65	58	NA	NA	1
Students without Disabilities	276	276	70588	100	100	100	565	565	573	1	1	2	7	7	5	91	91	91	1	1	1
Limited English Proficient Students	89	89	9521	100	100	96	520	520	507	3	3	13	27	27	24	70	70	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	223	223	35341	99	99	97	552	552	551	3	3	5	10	10	12	87	87	83	0	0	0
Non-Economically Disadvantaged	84	84	44316	100	100	100	581	581	578	NA	NA	2	6	6	5	92	92	90	2	2	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	298	298	78400	100	100	97	562	562	554	18	18	21	20	20	19	46	46	47	17	17	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	153	153	38686	100	100	98	566	566	554	16	16	20	19	19	20	47	47	49	18	18	12
Male	144	144	39636	99	99	96	559	559	554	20	20	23	21	21	18	44	44	46	15	15	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	277	277	30732	100	100	97	561	561	534	18	18	31	20	20	24	45	45	40	17	17	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	17	17	37038	100	100	97	563	563	575	12	12	11	24	24	14	53	53	56	12	12	19
Students with Disabilities	28	28	7840	100	100	81	510	510	498	50	50	60	21	21	18	29	29	20	NA	NA	2
Students without Disabilities	270	270	70560	100	100	99	567	567	560	14	14	17	20	20	19	47	47	50	19	19	14
Limited English Proficient Students	72	72	8956	99	99	95	525	525	502	43	43	56	17	17	25	33	33	18	7	7	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	233	233	33014	100	100	95	557	557	534	19	19	31	23	23	24	45	45	40	14	14	5
Non-Economically Disadvantaged	65	65	45386	100	100	99	581	581	569	14	14	15	9	9	15	49	49	52	28	28	18

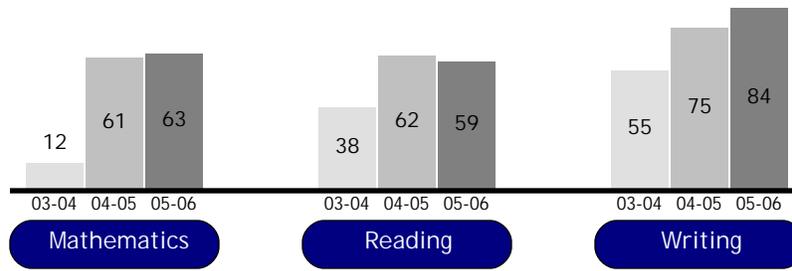
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	296	79179	99	99	98	514	514	519	8	8	11	33	33	27	56	56	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	153	153	38974	100	100	99	519	519	524	7	7	8	27	27	25	63	63	61	3	3	5
Male	142	142	40124	98	98	97	509	509	513	9	9	13	40	40	28	49	49	54	2	2	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	275	275	30987	99	99	98	512	512	498	8	8	17	33	33	36	55	55	45	3	3	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	17	17	37467	100	100	98	536	536	539	NA	NA	5	29	29	17	71	71	70	NA	NA	8
Students with Disabilities	26	26	8567	93	93	88	468	468	467	31	31	39	46	46	38	23	23	22	NA	NA	1
Students without Disabilities	270	270	70612	100	100	99	518	518	524	6	6	7	32	32	25	60	60	62	3	3	5
Limited English Proficient Students	71	71	9013	97	97	95	476	476	461	24	24	40	49	49	48	27	27	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	231	231	33345	99	99	96	509	509	499	9	9	17	36	36	36	52	52	46	3	3	1
Non-Economically Disadvantaged	65	65	45834	100	100	99	532	532	533	3	3	7	23	23	19	71	71	67	3	3	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	296	296	79734	99	99	99	560	560	554	2	2	3	14	14	19	84	84	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	153	153	39243	100	100	99	568	568	568	3	3	2	8	8	12	89	89	85	NA	NA	1
Male	143	143	40413	99	99	98	552	552	541	1	1	4	20	20	26	80	80	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	276	276	31254	99	99	99	557	557	539	2	2	5	14	14	25	84	84	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	17	17	37668	100	100	99	587	587	569	NA	NA	1	6	6	13	94	94	85	NA	NA	1
Students with Disabilities	27	27	8943	96	96	92	520	520	495	4	4	11	33	33	51	63	63	38	NA	NA	1
Students without Disabilities	269	269	70791	100	100	100	563	563	561	2	2	2	12	12	15	87	87	83	NA	NA	0
Limited English Proficient Students	71	71	9138	97	97	97	517	517	492	7	7	13	31	31	46	62	62	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	232	232	33718	99	99	97	555	555	538	3	3	5	16	16	26	81	81	69	NA	NA	0
Non-Economically Disadvantaged	64	64	46016	100	100	100	576	576	567	NA	NA	2	3	3	14	97	97	84	NA	NA	1

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

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

8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	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	98	45	NA	56	100	44	44	51	97	48	48	56
	Language	100	39	39	48	100	42	42	47	98	39	39	50
	Mathematics	98	59	59	66	100	48	48	52	97	46	46	58
7	Reading	99	42	NA	54	100	45	45	50	100	43	43	54
	Language	100	49	49	58	100	48	48	52	100	48	48	58
	Mathematics	100	65	65	62	100	49	49	50	100	48	48	54
8	Reading	97	47	NA	55	99	48	48	51	98	52	52	58
	Language	98	35	35	52	99	47	47	50	98	50	50	56
	Mathematics	97	51	51	61	99	55	55	53	98	61	61	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/](http://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)
- 3 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

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

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	114
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	21%

Resources Available at School Site

Special Facilities

- Ü Multiple Handicapped Facility
- Ü Library and Career Center Set-up
- Ü 3 Computer Labs

Extracurricular Activities

- Ü CEDO, CMS Newspaper, Chess Club
- Ü Drama, Concert / Jazz Band
- Ü Student Council
- Ü Sports

Social Services

- Ü Counseling Services
- Ü Project Wisdom
- Ü Parent Liaison, Parent Volunteers
- Ü Crisis Intervention
- Ü Character Counts

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our students are demonstrating improvement in their math scores on the AIMS. For the 2005 - 06 school year Calabasas scored above the state and county average on the 8th grade AIMS test, and above the state on the 7th grade AIMS test.
  
- ü We are continuing to make gains in reading. Students have demonstrated improvement in their reading scores on the AIMS. For the 2005 - 06 school year Calabasas scored above the county on the 7th grade AIMS test.
  
- ü We are continuing to make gains in writing. Our students have demonstrated improvement in their writing scores on the AIMS. For the 2005-06 school year Calabasas scored above or at the state and county average on the 7th & 8th grade AIMS test.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	96	89	88	73
Graduation Rate <sup>6</sup>	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

Calabasas is committed to ensuring a safe and secure environment for our students. Clear and concise student behavior rules and expectations are set and aggressively, fairly, and consistently enforced. Partnership with local law enforcement, fire departments, etc. Continued implementation of the Love and Logic philosophy of parenting, teaching, disciplining. C.M.S. PRIDE = Catch Middle Schoolers Participating Responsibly In Daily Activities.

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) :

10
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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	John Fanning	(520) 375-8602
Transportation Policy	Fred Laguna	(520) 281-8282
Community Resources	Daniel Fontes	(520) 281-8282
School Nutrition Programs	Rachel Carroll	(520) 281-8282
Parent Organization	David Verdugo	(520) 375-8603
Student Health/Nurse	Nina Coe	(520) 281-8282

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. "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.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* 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.