



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

16705 South Houghton Road, Corona de Tucson, AZ 85641

Vail 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 N/A
2003-04 N/A

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

School Overview

Principal/Administrator : Mrs. Margaret Steuer
Schedule : 07:00 AM to 03:30 PM
Grades : 6-8
Web Address : cfms.vail.k12.az.us
Phone Number : (520) 879-3500
Fax Number : (520) 879-3501
E-mail : steurm@vail.k12.az.us

Mission

Corona Foothills Middle School offers a comprehensive standards based curriculum, provides academically challenging instruction and promotes positive interactions between the school, students, families and the community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 N/A
2003-04 N/A

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

- Positive Behavior Support
Instruction and Communication-Web Sites
Writing
Organization, instruction, and communication "Behaviors That Promote Learning"

Enrollment

October 1, 2005 School Year Student Enrollment : 430
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Remediation Programs: Reteach/Tutoring
- ü Standards-Based Instruction
- ü Use of Curriculum Based Measures
- ü Accelerated Math Classes/Algebra
- ü Gifted Program Reading and Writing
- ü Curriculum Mapping/Benchmark Testing
- ü Band/General Music/Choir
- ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	7/17/2005
Last Day of School :	6/25/2006

Shared Responsibilities

School

Provide a standards based curriculum which enables students to develop basic and critical thinking skills. Provide targeted remediation. Be respectful and caring in all interactions. Model appropriate attitudes and values. Guide students in behavior consistent with our ACT statement. Communicate regularly and often with families. Actively involve families and community in the school. Provide a safe learning environment.

Parents

To ensure regular student attendance, to support and participate in home/school communication, to provide a structure that supports homework, and to support school conduct rules and consequences. We ask that parents take an active and varied role in their child's education and to be involved in whatever way possible in the school community.

Transportation Policy

Most students who attend Corona Foothills Middle School are bussed to and from school. There is an activity bus which is available for students who remain after school for activities. Transportation is not provided for students who open enroll. Students are expected to abide by all bus safety rules to maintain their transportation privileges.

School Honors

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

Award/Honor	Year
ü Veterans of Foreign Wars State Teacher of the Year	2004
ü Masons Teacher of the Year	2003
ü Staff Published in National Council Teacher of Math	2005
ü Raytheon Math Heroes Award Winner.	2005

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	161	606	79327	99	100	98	557	561	518	6	4	19	7	8	20	51	48	46	36	40	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	290	38961	100	100	98	572	566	520	1	2	16	5	8	20	47	49	48	47	41	16
Male	86	316	40295	99	100	97	544	557	516	10	6	21	8	8	19	55	47	44	27	39	16
African American	NC	28	4247	NC	100	98	NC	552	499	NC	7	27	NC	4	24	NC	57	41	NC	32	8
Hispanic	28	125	32327	100	98	98	547	551	499	4	5	27	7	10	25	61	50	41	29	35	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	560	556	NC	13	6	NC	13	10	NC	25	47	NC	50	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	119	432	36373	99	100	98	561	565	538	6	3	10	8	7	14	49	48	52	38	41	25
Students with Disabilities	14	54	9321	93	83	87	491	500	467	50	33	54	7	19	22	36	37	21	7	11	3
Students without Disabilities	147	552	70006	100	100	100	563	566	524	2	1	14	7	7	19	52	49	49	39	43	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	32	97	37097	100	94	97	554	553	498	6	4	27	9	11	25	53	48	41	31	36	7
Non-Economically Disadvantaged	129	509	42230	99	100	99	558	562	535	6	4	11	6	7	15	50	48	50	37	40	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	160	609	79501	99	100	98	521	523	497	4	3	10	10	10	25	79	78	60	8	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	293	39062	100	100	99	531	530	502	1	2	8	7	8	23	80	78	64	12	13	5
Male	85	316	40368	98	100	98	513	517	491	6	4	13	13	11	27	78	79	57	4	6	3
African American	NC	27	4279	NC	96	99	NC	514	485	NC	NA	14	NC	11	30	NC	85	54	NC	4	2
Hispanic	28	126	32389	100	99	98	508	515	478	NA	6	16	14	11	34	86	75	48	NA	9	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	525	519	NC	NA	3	NC	19	14	NC	69	73	NC	13	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	119	435	36446	99	100	99	526	527	516	5	2	4	8	9	15	77	80	73	10	9	7
Students with Disabilities	13	56	9411	87	86	88	463	471	453	38	23	36	15	27	36	46	48	26	NA	2	1
Students without Disabilities	147	553	70090	100	100	100	526	528	502	1	1	7	10	8	24	82	82	65	8	10	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	32	99	37183	100	96	97	522	518	479	3	3	16	9	13	34	78	77	49	9	7	1
Non-Economically Disadvantaged	128	510	42318	98	100	99	521	525	513	4	3	5	10	9	17	79	79	70	7	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	162	616	80000	100	100	99	585	581	564	2	2	3	6	6	11	75	81	75	17	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	297	39288	100	100	99	604	597	579	1	1	2	3	2	6	68	76	77	28	21	16
Male	87	319	40644	100	100	98	569	565	549	2	3	4	9	9	15	82	84	74	7	4	7
African American	NC	28	4307	NC	100	99	NC	580	551	NC	NA	4	NC	7	13	NC	75	75	NC	18	7
Hispanic	28	128	32672	100	100	99	580	577	548	NA	1	4	7	8	14	86	80	76	7	12	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	583	592	NC	NA	1	NC	6	4	NC	81	69	NC	13	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	120	439	36602	100	100	99	587	582	579	3	2	2	5	5	7	73	81	75	19	12	16
Students with Disabilities	15	64	9919	100	98	93	481	511	505	13	8	9	47	31	35	40	61	54	NA	NA	2
Students without Disabilities	147	552	70081	100	100	100	595	588	571	1	1	2	2	3	7	79	83	79	18	14	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	32	101	37534	100	98	98	580	574	547	NA	NA	4	9	10	15	72	81	76	19	9	5
Non-Economically Disadvantaged	130	515	42466	100	100	100	586	582	578	2	2	2	5	5	7	76	80	75	16	13	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	155	561	78546	99	100	97	578	579	543	6	4	15	9	7	18	52	56	52	33	33	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	285	38645	100	100	98	584	583	545	5	2	13	8	7	18	54	55	54	33	35	15
Male	68	276	39792	99	100	97	571	575	542	9	6	17	10	7	17	49	57	50	32	30	15
African American	NC	31	4205	NC	97	97	NC	572	524	NC	3	22	NC	16	22	NC	58	49	NC	23	7
Hispanic	39	133	31177	100	100	97	563	566	524	13	6	22	5	8	23	64	64	48	18	22	7
Asian/Pacific Islander	NC	23	1940	NC	96	99	NC	609	580	NC	NA	5	NC	NA	9	NC	52	53	NC	48	33
American Indian/Alaskan Native	--	NC	4689	--	NC	95	--	NC	515	--	NC	28	--	NC	25	--	NC	43	--	NC	4
White	102	372	36450	98	100	97	586	582	563	5	4	7	9	7	12	47	53	57	39	36	23
Students with Disabilities	21	40	8093	91	93	82	513	519	489	33	25	50	24	28	24	38	40	23	5	8	2
Students without Disabilities	134	521	70453	100	100	100	587	583	549	2	2	11	7	6	17	54	57	56	37	35	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	39	102	34694	95	97	96	551	560	524	13	8	23	13	10	23	56	65	48	18	18	7
Non-Economically Disadvantaged	116	459	43852	100	100	99	588	583	559	4	3	10	8	7	13	50	54	56	38	36	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	154	560	79045	99	100	98	536	538	512	3	3	10	13	14	25	76	73	58	8	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	284	38860	100	100	98	542	545	519	5	2	7	9	9	22	76	75	62	10	14	8
Male	67	276	40075	97	100	97	528	531	505	1	3	12	18	18	28	76	71	54	4	8	6
African American	NC	31	4250	NC	97	98	NC	532	500	NC	3	12	NC	13	31	NC	77	54	NC	6	3
Hispanic	38	132	31314	97	100	98	528	528	493	5	5	16	8	14	34	84	80	48	3	2	2
Asian/Pacific Islander	NC	23	1949	NC	96	99	NC	541	536	NC	NA	4	NC	13	15	NC	70	66	NC	17	15
American Indian/Alaskan Native	--	NC	4719	--	NC	96	--	NC	489	--	NC	15	--	NC	39	--	NC	45	--	NC	2
White	102	372	36730	98	100	98	539	542	532	3	2	4	15	14	16	73	70	68	10	14	12
Students with Disabilities	20	40	8552	87	93	87	499	492	463	10	10	35	40	43	40	45	43	23	5	5	1
Students without Disabilities	134	520	70493	100	100	100	540	541	517	2	2	7	9	11	24	81	75	62	8	11	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	37	100	34922	90	95	96	516	523	493	5	5	15	11	16	34	81	75	48	3	4	3
Non-Economically Disadvantaged	117	460	44123	100	100	99	542	541	527	3	2	6	14	13	18	74	73	66	9	12	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	156	561	79657	100	100	99	577	582	566	1	1	3	6	4	8	92	95	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	285	39120	100	100	99	589	594	580	1	0	2	NA	1	4	97	98	92	2	1	2
Male	69	276	40423	100	100	98	561	571	553	1	1	5	13	7	12	86	92	83	NA	NA	1
African American	NC	30	4290	NC	94	99	NC	580	560	NC	NA	4	NC	10	9	NC	90	86	NC	NA	1
Hispanic	39	133	31642	100	100	99	576	580	552	NA	NA	5	5	4	11	95	96	84	NA	NA	0
Asian/Pacific Islander	NC	22	1948	NC	92	99	NC	598	589	NC	NA	1	NC	5	3	NC	86	91	NC	9	4
American Indian/Alaskan Native	--	NC	4760	--	NC	97	--	NC	547	--	NC	5	--	NC	14	--	NC	81	--	NC	0
White	103	374	36929	99	100	99	578	583	579	2	1	2	4	3	5	94	95	91	NA	1	2
Students with Disabilities	22	41	9069	96	95	92	527	536	508	9	5	11	27	22	30	64	73	58	NA	NA	1
Students without Disabilities	134	520	70588	100	100	100	583	586	573	NA	0	2	2	3	5	96	97	91	1	1	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	39	101	35341	95	96	97	564	576	551	3	1	5	8	5	12	90	94	83	NA	NA	0
Non-Economically Disadvantaged	117	460	44316	100	100	100	581	584	578	1	0	2	5	4	5	92	95	90	2	1	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	133	574	78400	100	99	97	591	588	554	6	6	21	11	12	19	56	58	47	27	24	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	265	38686	100	100	98	589	586	554	8	5	20	13	13	20	56	61	49	23	21	12
Male	69	309	39636	100	98	96	593	589	554	4	6	23	10	11	18	55	56	46	30	27	13
African American	NC	38	4193	NC	100	97	NC	563	533	NC	8	32	NC	29	23	NC	53	40	NC	11	5
Hispanic	33	110	30732	100	99	97	563	571	534	6	2	31	21	17	24	64	66	40	9	15	5
Asian/Pacific Islander	NC	14	1827	NC	100	99	NC	591	594	NC	14	8	NC	7	12	NC	57	49	NC	21	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	92	407	37038	100	100	97	604	595	575	7	6	11	5	9	14	53	57	56	35	28	19
Students with Disabilities	11	47	7840	100	82	81	516	531	498	45	34	60	27	26	18	27	34	20	NA	6	2
Students without Disabilities	122	527	70560	100	100	99	597	592	560	2	3	17	10	10	19	58	61	50	30	26	14
Limited English Proficient Students	--	NC	8956	--	NC	95	--	NC	502	--	NC	56	--	NC	25	--	NC	18	--	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	25	83	33014	100	95	95	570	571	534	8	10	31	8	12	24	72	65	40	12	13	5
Non-Economically Disadvantaged	108	491	45386	100	100	99	596	591	569	6	5	15	12	12	15	52	57	52	31	26	18

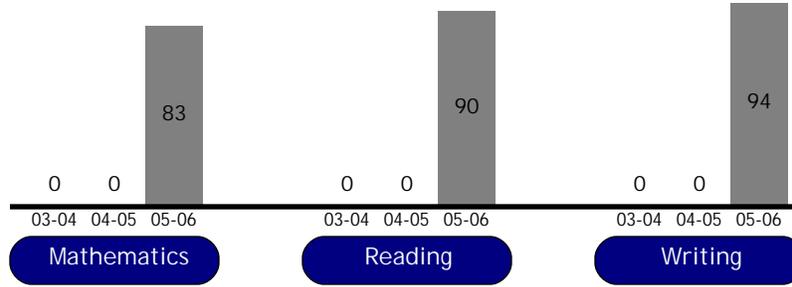
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	586	79179	100	100	98	553	547	519	2	3	11	8	12	27	80	74	58	10	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	265	38974	100	100	99	558	554	524	3	2	8	6	11	25	81	75	61	9	13	5
Male	69	321	40124	100	100	97	549	541	513	1	4	13	10	14	28	78	74	54	10	8	4
African American	NC	38	4243	NC	100	98	NC	536	506	NC	NA	14	NC	21	32	NC	74	51	NC	5	3
Hispanic	33	110	30987	100	99	98	531	537	498	6	2	17	12	14	36	79	81	45	3	4	1
Asian/Pacific Islander	NC	14	1832	NC	100	99	NC	553	543	NC	7	4	NC	14	17	NC	50	69	NC	29	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	92	417	37467	100	100	98	562	551	539	1	4	5	7	11	17	79	74	70	13	12	8
Students with Disabilities	11	59	8567	100	100	88	501	487	467	18	25	39	27	34	38	55	39	22	NA	2	1
Students without Disabilities	122	527	70612	100	100	99	557	554	524	1	1	7	7	10	25	82	78	62	11	11	5
Limited English Proficient Students	--	NC	9013	--	NC	95	--	NC	461	--	NC	40	--	NC	48	--	NC	12	--	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	25	86	33345	100	99	96	529	529	499	4	5	17	24	26	36	72	67	46	NA	2	1
Non-Economically Disadvantaged	108	500	45834	100	100	99	558	550	533	2	3	7	5	10	19	81	75	67	12	11	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	133	584	79734	100	100	99	595	577	554	NA	1	3	5	9	19	92	90	78	2	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	265	39243	100	100	99	604	592	568	NA	NA	2	6	4	12	89	95	85	5	2	1
Male	69	319	40413	100	100	98	586	565	541	NA	1	4	4	13	26	96	86	70	NA	0	0
African American	NC	38	4285	NC	100	99	NC	566	548	NC	3	3	NC	8	22	NC	89	74	NC	NA	0
Hispanic	33	111	31254	100	100	99	585	576	539	NA	1	5	6	6	25	94	93	70	NA	NA	0
Asian/Pacific Islander	NC	14	1837	NC	100	99	NC	588	579	NC	NA	1	NC	NA	9	NC	93	87	NC	7	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	92	414	37668	100	100	99	599	579	569	NA	0	1	5	9	13	91	89	85	3	1	1
Students with Disabilities	11	57	8943	100	100	92	541	525	495	NA	5	11	45	37	51	55	58	38	NA	NA	1
Students without Disabilities	122	527	70791	100	100	100	599	582	561	NA	0	2	2	6	15	96	93	83	2	1	0
Limited English Proficient Students	--	NC	9138	--	NC	97	--	NC	492	--	NC	13	--	NC	46	--	NC	40	--	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	25	87	33718	100	100	97	582	565	538	NA	2	5	16	11	26	84	86	69	NA	NA	0
Non-Economically Disadvantaged	108	497	46016	100	100	100	598	579	567	NA	0	2	3	8	14	94	90	84	3	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?	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	--	--	NA	56	--	--	64	51	98	75	75	56
	Language	--	--	55	48	--	--	58	47	99	67	65	50
	Mathematics	--	--	76	66	--	--	68	52	98	78	79	58
7	Reading	--	--	NA	54	--	--	61	50	96	73	72	54
	Language	--	--	63	58	--	--	65	52	97	73	73	58
	Mathematics	--	--	64	62	--	--	65	50	97	70	72	54
8	Reading	--	--	NA	55	--	--	59	51	99	79	72	58
	Language	--	--	57	52	--	--	59	50	99	70	67	56
	Mathematics	--	--	64	61	--	--	63	53	99	75	75	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

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

Council Duties

- Ü Formulate School Goals
- Ü Approve Educational Enrichment Plans
- Ü Develop Site Budget/Tax Credit Funding
- Ü Instruction and Student Achievement
- Ü Formulate Master Schedules
- Ü Develop School Practices

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.84
Other Professional Staff	1.60	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	216
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 Full Gymnasium
- Ü Observatory
- Ü Library/Mobile Computer Lab
- Ü Art/Band/Music Rooms with Outside Stage

Extracurricular Activities

- Ü Tutoring and Homework Room
- Ü National Junior Honor Society
- Ü Students Against Destructive Decisions
- Ü Math Counts
- Ü Odyssey of the Mind
- Ü Art Club
- Ü Drama
- Ü Athletics

Social Services

- Ü School Counselor
- Ü School Psychologist
- Ü Health Services
- Ü YMCA Summer and Intercession Program
- Ü Positive Behavior Support Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The staff will implement The Principal's 200 Club, that recognized student behavior consistent with the ACT statement. Almost every student in school was caught in the ACT. 1,060 positive contacts were made with parents.

- ü 80% of students will test in the instructional or mastery range for mixed operations as measured by curriculum based measures as measured by a pre and post test. 83% of students tested in the instructional or mastery range for basic operations.

- ü 80% of students will maintain a writing portfolio with a piece each quarter from the core content areas and teacher or student scored on at least two of the six traits. 81.8% of students had fully completed portfolios.

- ü Every teacher provided one after school offering of remediation, enrichment, or exploration (ie: tutoring, homework help, club, coaching) every other week (or twice a month) with 80% compliance.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	80	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

Corona Foothills Middle School works within the structure of a Positive Behavior Support system. Expectations are clearly articulated and there are many opportunities for staff to support students who follow the District ACT statement and school wide expectations. CFMS also has a strong student leadership program as well as a thriving SADD chapter and NJHS.

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) :

1

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	Margaret Steuer	(520) 879-3500
Transportation Policy	Al Flores	(520) 762-2400
Community Resources	Rosemary McCain	(520) 762-2000
School Nutrition Programs	Marilyn Bennett	(520) 762-2400
Parent Organization	Alicai Falling	(520) 762-3500
Student Health/Nurse	Christy Hastings	(520) 879-3500

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.

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 503 Copies = \$196.00

** 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.