



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Tucson Unified District

1010 E. 10th St., Tucson, AZ 85719-

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Not Met
2003-04 Not Met
2002-03 Not Met

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.

Current Administrator²

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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	60,461

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	515	123	5	7
4 to 6 years	389	212	3	1
7 to 9 years	247	270	4	2
10 or more years	779	1303	43	10

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

2%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	5%	7%	5%	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4755	79306	99	99	436	445	15	10	21	18	49	51	15	20
All Students (03-04)	4633	75509	98	100	513	521	16	13	26	23	32	33	26	31
Female (04-05)	2272	38691	100	99	438	446	13	10	20	18	51	52	15	20
Female (03-04)	2265	37013	98	100	514	522	16	12	26	24	33	33	26	31
Male (04-05)	2483	40583	99	99	433	445	16	11	22	18	46	50	16	21
Male (03-04)	2362	38430	97	99	513	521	17	14	25	22	31	33	27	31
African American (04-05)	317	4041	98	99	417	426	22	17	22	23	47	50	9	10
African American (03-04)	289	3660	96	99	494	496	25	24	32	31	27	28	16	18
Hispanic (04-05)	2608	32869	99	99	426	429	17	15	25	25	48	51	10	10
Hispanic (03-04)	2532	30486	98	99	508	505	17	18	29	29	31	32	22	21
Asian/Pacific Islander (04-05)	124	1935	100	99	467	474	5	3	10	9	45	48	40	40
Asian/Pacific Islander (03-04)	115	1780	99	98	539	549	4	5	21	13	30	33	45	50
American Indian/Alaskan Native (04-05)	222	4264	98	100	410	419	30	19	28	30	38	45	5	6
American Indian/Alaskan Native (03-04)	188	4075	97	100	472	486	37	28	35	34	21	26	7	12
White (04-05)	1484	36197	100	99	457	463	8	5	14	11	52	53	26	31
White (03-04)	1492	35192	97	99	527	534	11	8	19	19	35	35	35	39
Students with Disabilities (04-05)	602	10321	100	100	374	389	36	30	29	27	31	34	5	9
Students with Disabilities (03-04)	607	9708	98	100	475	489	41	32	28	27	19	24	12	17
Students without Disabilities (04-05)	4154	69060	99	98	445	454	12	7	20	17	51	54	17	22
Students without Disabilities (03-04)	4026	65801	98	98	518	525	13	11	25	23	33	34	28	33
Limited English Proficient Students (04-05)	730	15509	100	100	400	406	23	20	30	30	41	45	6	5
Limited English Proficient Students (03-04)	849	16928	100	100	462	485	53	29	29	33	6	26	12	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Economically Disadvantaged (04-05)	2845	39415	97	96	428	431	18	15	25	25	48	50	9	10
Economically Disadvantaged (03-04)	3111	36411	NA	NA	500	503	22	19	29	29	30	32	19	20
Non-Economically Disadvantaged (04-05)	1911	39966	100	100	447	459	10	6	16	12	50	52	24	30
Non-Economically Disadvantaged (03-04)	1522	39040	NA	NA	535	534	7	8	20	19	35	34	38	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4759	79395	0	99	436	446	13	9	28	25	50	55	8	11
All Students (03-04)	4638	75492	98	100	514	519	16	12	19	16	44	47	21	24
Female (04-05)	2273	38691	0	100	444	451	10	7	25	24	55	57	10	12
Female (03-04)	2275	37014	98	100	517	523	13	10	18	15	45	48	24	27
Male (04-05)	2486	40618	0	99	428	440	16	11	31	27	47	53	6	9
Male (03-04)	2355	38400	97	99	510	516	19	14	19	17	44	47	18	21
African American (04-05)	319	4052	0	100	421	434	17	11	30	29	47	54	5	6
African American (03-04)	291	3665	97	99	500	505	28	20	23	22	39	43	11	14
Hispanic (04-05)	2612	32915	0	99	425	426	16	15	33	35	46	47	5	4
Hispanic (03-04)	2531	30438	98	99	509	508	17	17	21	21	45	47	16	15
Asian/Pacific Islander (04-05)	125	1936	0	99	457	468	6	3	16	14	68	63	10	19
Asian/Pacific Islander (03-04)	115	1773	99	98	533	534	3	4	19	10	46	50	32	36
American Indian/Alaskan Native (04-05)	223	4271	0	100	418	420	19	15	36	42	44	41	2	2
American Indian/Alaskan Native (03-04)	186	4081	96	100	492	498	31	25	28	26	33	40	8	8
White (04-05)	1480	36221	0	99	459	465	7	4	20	15	58	63	15	17
White (03-04)	1493	35177	97	99	524	528	11	8	14	13	45	49	29	31
Students with Disabilities (04-05)	601	10331	0	100	371	388	35	25	34	37	28	34	3	4
Students with Disabilities (03-04)	616	9707	99	100	484	495	43	33	22	21	26	33	9	13
Students without Disabilities (04-05)	4159	69139	0	99	445	454	10	7	27	24	54	58	9	11
Students without Disabilities (03-04)	4022	65785	98	98	517	522	13	10	18	16	46	49	22	26
Limited English Proficient Students (04-05)	734	15545	0	100	392	399	25	21	39	42	34	35	1	1
Limited English Proficient Students (03-04)	847	16905	100	100	462	489	59	34	29	28	12	32	0	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	2855	39484	0	96	426	429	17	14	33	35	46	47	4	4
Economically Disadvantaged (03-04)	3109	36302	NA	NA	504	507	21	18	22	21	42	46	14	14
Non-Economically Disadvantaged (04-05)	1905	39986	0	100	449	461	8	4	21	16	57	63	14	17
Non-Economically Disadvantaged (03-04)	1529	39164	NA	NA	528	528	8	8	14	13	47	48	32	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4735	78869	99	99	439	442	6	6	22	21	63	63	9	10
All Students (03-04)	4606	75053	97	99	612	597	6	7	11	12	73	72	11	9
Female (04-05)	2264	38536	99	99	457	458	4	4	15	15	69	67	12	14
Female (03-04)	2263	36872	98	99	637	621	4	5	8	9	74	74	14	12
Male (04-05)	2471	40302	99	99	423	428	9	8	28	26	58	60	6	7
Male (03-04)	2334	38109	96	99	587	573	7	10	14	14	71	69	8	6
African American (04-05)	316	4015	98	99	422	430	8	8	19	24	67	61	6	7
African American (03-04)	289	3636	96	99	585	568	9	12	15	16	69	67	7	6
Hispanic (04-05)	2602	32606	99	98	432	426	7	8	24	27	62	60	7	5
Hispanic (03-04)	2514	30235	97	98	607	575	5	9	11	14	74	70	10	6
Asian/Pacific Islander (04-05)	125	1925	100	99	466	471	4	3	11	11	67	64	19	22
Asian/Pacific Islander (03-04)	115	1768	99	98	669	651	3	3	2	5	71	72	24	19
American Indian/Alaskan Native (04-05)	222	4245	98	100	422	423	8	9	28	26	61	61	4	4
American Indian/Alaskan Native (03-04)	187	4044	96	99	568	550	11	13	15	17	71	66	3	4
White (04-05)	1470	36078	99	99	454	459	5	4	18	16	64	66	13	14
White (03-04)	1481	35028	96	99	625	613	4	6	10	10	72	73	13	11
Students with Disabilities (04-05)	597	10246	100	100	354	367	20	18	40	39	38	40	2	4
Students with Disabilities (03-04)	606	9625	98	100	518	530	20	21	25	21	52	55	2	4
Students without Disabilities (04-05)	4139	68697	98	98	451	454	4	4	19	18	67	67	10	11
Students without Disabilities (03-04)	4000	65428	97	98	623	604	4	6	9	11	75	73	12	10
Limited English Proficient Students (04-05)	730	15339	100	100	398	399	11	11	30	31	55	54	4	3
Limited English Proficient Students (03-04)	844	16765	100	100	494	525	33	17	17	20	50	60	0	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	2835	39106	97	95	430	427	8	8	25	28	62	59	5	5
Economically Disadvantaged (03-04)	3085	36077	NA	NA	592	566	7	10	13	16	72	69	8	5
Non-Economically Disadvantaged (04-05)	1901	39837	100	100	452	457	4	4	16	14	65	67	14	15
Non-Economically Disadvantaged (03-04)	1521	38950	NA	NA	643	618	3	5	8	9	74	73	16	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4852	78906	100	99	488	498	17	13	22	19	46	48	15	20
All Students (03-04)	4819	76019	98	100	490	499	19	14	40	39	13	14	28	33
Female (04-05)	2352	38644	100	99	491	500	15	12	23	19	48	49	15	19
Female (03-04)	2344	37207	98	100	493	499	16	12	41	41	13	14	30	33
Male (04-05)	2500	40236	99	99	485	497	19	15	21	19	45	46	15	20
Male (03-04)	2468	38677	97	100	487	498	23	15	38	38	12	13	27	34
African American (04-05)	322	4087	98	99	473	481	26	20	27	24	38	45	9	11
African American (03-04)	321	3817	97	100	473	475	28	23	44	47	12	11	17	18
Hispanic (04-05)	2621	31938	99	99	477	481	21	19	26	25	44	46	9	10
Hispanic (03-04)	2455	29458	97	100	477	480	24	20	45	48	12	12	19	20
Asian/Pacific Islander (04-05)	117	1805	100	98	532	536	6	5	8	8	50	45	36	42
Asian/Pacific Islander (03-04)	118	1673	94	99	519	531	4	4	38	29	12	14	46	53
American Indian/Alaskan Native (04-05)	218	4593	99	100	461	467	30	26	29	29	38	39	3	6
American Indian/Alaskan Native (03-04)	219	4735	97	100	461	466	34	28	43	49	10	10	13	13
White (04-05)	1574	36483	100	99	509	517	8	7	14	13	53	51	25	30
White (03-04)	1687	35880	99	100	513	515	10	7	32	32	14	16	44	45
Students with Disabilities (04-05)	717	10664	100	100	421	430	47	42	24	27	24	26	4	5
Students with Disabilities (03-04)	660	9786	100	100	443	457	50	39	37	40	5	7	8	13
Students without Disabilities (04-05)	4135	68310	98	98	499	509	12	9	21	18	50	51	17	22
Students without Disabilities (03-04)	4159	66233	97	99	496	503	15	11	40	39	14	14	31	35
Limited English Proficient Students (04-05)	557	12573	100	100	449	454	29	27	28	30	38	38	5	5
Limited English Proficient Students (03-04)	850	15206	100	100	449	459	43	31	46	53	4	7	7	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	NC	745	NC	NA	NC	473	NC	22	NC	53	NC	11	NC	15
Economically Disadvantaged (04-05)	2872	38679	98	96	478	483	22	20	26	25	44	45	8	10
Economically Disadvantaged (03-04)	3133	35714	NA	NA	474	480	26	20	45	47	11	12	18	20
Non-Economically Disadvantaged (04-05)	1980	40295	100	100	501	513	9	7	17	13	50	50	25	30
Non-Economically Disadvantaged (03-04)	1686	40266	NA	NA	517	513	8	9	31	33	15	15	46	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4853	78908	0	99	475	484	12	10	27	23	54	58	7	9
All Students (03-04)	4829	76020	98	100	498	503	33	25	24	23	34	40	9	12
Female (04-05)	2351	38644	0	99	482	489	9	8	24	22	60	61	7	10
Female (03-04)	2348	37213	99	100	501	504	28	22	24	23	38	42	11	13
Male (04-05)	2502	40233	0	99	469	479	15	12	30	25	49	55	6	8
Male (03-04)	2474	38666	98	100	495	501	38	29	23	22	31	38	8	12
African American (04-05)	322	4092	0	99	468	473	13	12	32	28	52	54	4	5
African American (03-04)	319	3819	97	100	492	494	41	37	22	26	31	31	6	6
Hispanic (04-05)	2622	31940	0	99	464	465	15	16	33	32	49	49	3	3
Hispanic (03-04)	2460	29442	97	99	492	494	41	37	25	26	29	31	5	6
Asian/Pacific Islander (04-05)	116	1805	0	98	509	507	6	4	10	13	64	65	19	18
Asian/Pacific Islander (03-04)	118	1672	94	99	505	513	18	12	22	19	45	49	15	20
American Indian/Alaskan Native (04-05)	217	4569	0	100	455	457	20	18	39	39	39	41	3	2
American Indian/Alaskan Native (03-04)	218	4735	97	100	489	489	49	48	25	25	24	24	2	3
White (04-05)	1576	36502	0	99	495	502	6	4	17	14	64	67	13	15
White (03-04)	1695	35890	99	100	507	511	21	15	21	20	43	48	15	18
Students with Disabilities (04-05)	719	10665	0	100	413	423	38	30	35	36	25	31	2	2
Students with Disabilities (03-04)	660	9784	100	100	478	485	70	58	16	19	11	19	2	4
Students without Disabilities (04-05)	4134	68312	0	98	486	493	7	7	26	21	59	62	7	10
Students without Disabilities (03-04)	4169	66236	97	99	501	504	28	23	24	23	37	42	10	13
Limited English Proficient Students (04-05)	558	12556	0	100	436	436	22	24	41	40	36	35	2	1
Limited English Proficient Students (03-04)	854	15198	100	100	479	483	69	59	19	25	11	14	1	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	NC	743	NC	NA	NC	488	NC	50	NC	28	NC	19	NC	3
Economically Disadvantaged (04-05)	2873	38662	0	96	467	468	16	16	33	32	47	49	3	3
Economically Disadvantaged (03-04)	3137	35703	NA	NA	491	494	42	37	26	26	27	31	5	6
Non-Economically Disadvantaged (04-05)	1980	40315	0	100	486	498	6	5	20	15	63	66	11	14
Non-Economically Disadvantaged (03-04)	1692	40274	NA	NA	509	509	18	17	20	20	46	47	16	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4839	78750	99	99	499	500	6	6	28	29	64	63	2	2
All Students (03-04)	4790	75673	97	100	526	530	12	12	27	25	57	58	3	4
Female (04-05)	2350	38586	100	99	515	515	4	4	20	22	72	71	3	3
Female (03-04)	2331	37099	98	100	546	548	7	8	23	22	65	64	5	6
Male (04-05)	2489	40135	99	99	484	486	8	8	36	35	55	56	1	1
Male (03-04)	2452	38441	97	99	506	513	17	16	31	29	50	52	2	3
African American (04-05)	321	4081	98	99	488	488	10	8	30	32	59	59	1	2
African American (03-04)	318	3791	96	99	515	506	15	18	31	29	51	50	3	3
Hispanic (04-05)	2615	31841	99	99	489	483	7	8	32	36	60	55	1	1
Hispanic (03-04)	2443	29305	97	99	512	507	13	16	31	31	53	51	2	2
Asian/Pacific Islander (04-05)	117	1802	100	98	540	533	3	2	13	16	79	75	6	7
Asian/Pacific Islander (03-04)	118	1665	94	99	563	573	5	6	11	16	77	67	6	10
American Indian/Alaskan Native (04-05)	217	4586	99	100	480	481	7	8	43	37	49	54	1	1
American Indian/Alaskan Native (03-04)	218	4707	97	100	499	492	18	19	36	33	46	46	1	1
White (04-05)	1569	36440	100	99	517	516	3	3	22	22	71	71	4	4
White (03-04)	1675	35760	98	99	548	550	9	9	21	21	65	64	5	6
Students with Disabilities (04-05)	710	10622	100	100	414	415	21	21	51	50	28	28	1	1
Students with Disabilities (03-04)	651	9706	100	100	457	462	36	36	37	32	27	31	0	1
Students without Disabilities (04-05)	4129	68196	98	98	514	513	3	3	24	25	70	69	2	3
Students without Disabilities (03-04)	4139	65967	97	99	535	536	9	10	26	25	61	60	4	5
Limited English Proficient Students (04-05)	553	12504	100	100	453	451	13	12	39	44	47	43	1	1
Limited English Proficient Students (03-04)	849	15115	100	100	462	471	28	26	40	38	32	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	NC	738	NC	NA	NC	488	NC	23	NC	33	NC	43	NC	1
Economically Disadvantaged (04-05)	2862	38558	98	96	490	485	8	8	33	37	57	54	1	1
Economically Disadvantaged (03-04)	3110	35541	NA	NA	508	504	15	17	31	31	51	50	2	2
Non-Economically Disadvantaged (04-05)	1977	40260	100	100	511	514	3	3	21	21	72	72	4	4
Non-Economically Disadvantaged (03-04)	1680	40091	NA	NA	557	550	6	9	20	21	68	64	6	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4765	78250	99	99	536	548	26	21	21	18	45	48	8	13
All Students (03-04)	4553	75001	98	99	455	468	46	37	35	36	12	16	7	10
Female (04-05)	2364	38071	99	99	537	549	24	20	23	19	45	49	8	12
Female (03-04)	2223	36846	98	99	457	468	44	36	37	38	13	16	6	10
Male (04-05)	2400	40126	99	99	534	547	28	23	19	17	45	46	9	14
Male (03-04)	2320	37974	97	99	454	467	47	39	34	34	11	16	7	11
African American (04-05)	331	4058	100	99	509	523	36	32	26	22	33	41	5	5
African American (03-04)	333	3720	98	98	442	446	54	53	34	33	9	9	3	4
Hispanic (04-05)	2423	29129	99	99	521	527	32	32	24	23	40	40	4	6
Hispanic (03-04)	2243	26675	97	98	442	448	57	52	32	34	8	10	2	4
Asian/Pacific Islander (04-05)	122	1747	100	100	585	589	10	9	14	9	48	50	29	32
Asian/Pacific Islander (03-04)	111	1575	97	99	501	504	22	18	32	33	21	20	25	29
American Indian/Alaskan Native (04-05)	197	4996	99	100	512	518	40	36	28	25	28	36	3	4
American Indian/Alaskan Native (03-04)	183	4731	94	98	432	438	63	61	32	30	5	7	1	2
White (04-05)	1692	38320	99	99	560	568	14	12	15	14	56	55	15	19
White (03-04)	1659	37785	97	99	475	482	29	25	41	39	18	21	13	15
Students with Disabilities (04-05)	659	9329	100	100	445	454	65	64	17	18	16	16	1	2
Students with Disabilities (03-04)	594	8802	95	100	407	418	88	79	10	16	1	3	1	1
Students without Disabilities (04-05)	4107	68996	99	99	550	561	20	16	22	18	49	52	9	14
Students without Disabilities (03-04)	3959	66199	98	99	460	472	42	34	38	38	13	17	7	11
Limited English Proficient Students (04-05)	587	10133	100	100	485	488	43	45	28	25	28	28	1	2
Limited English Proficient Students (03-04)	748	11710	100	100	418	429	81	70	18	25	2	4	0	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	2431	33388	96	94	525	530	35	32	24	22	37	40	4	5
Economically Disadvantaged (03-04)	2559	29814	NA	NA	440	448	60	53	30	33	8	10	3	4
Non-Economically Disadvantaged (04-05)	2335	44937	100	100	546	561	17	13	18	15	52	54	13	18
Non-Economically Disadvantaged (03-04)	1994	45170	NA	NA	474	479	30	28	42	38	17	20	12	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4767	78302	0	99	499	512	15	11	30	25	52	57	4	7
All Students (03-04)	4522	74918	97	99	485	497	41	32	19	19	29	35	11	15
Female (04-05)	2366	38071	0	99	504	518	12	8	29	24	55	61	4	7
Female (03-04)	2207	36805	97	99	490	501	36	28	21	19	31	37	12	16
Male (04-05)	2401	40166	0	99	494	507	17	14	31	26	49	54	3	6
Male (03-04)	2307	37936	96	99	481	493	46	35	18	18	27	33	10	14
African American (04-05)	331	4064	0	100	482	498	17	14	39	29	42	54	3	3
African American (03-04)	333	3719	98	98	476	481	48	43	17	21	28	29	7	7
Hispanic (04-05)	2425	29152	0	99	486	492	19	17	36	34	44	46	2	2
Hispanic (03-04)	2227	26645	96	98	471	478	52	46	20	20	24	27	5	6
Asian/Pacific Islander (04-05)	122	1746	0	100	533	542	5	5	21	13	64	66	10	16
Asian/Pacific Islander (03-04)	111	1571	97	99	519	521	23	18	16	15	30	38	31	30
American Indian/Alaskan Native (04-05)	198	4993	0	100	486	484	17	19	41	38	40	42	2	1
American Indian/Alaskan Native (03-04)	179	4729	92	98	459	468	68	57	16	19	12	19	3	4
White (04-05)	1691	38347	0	99	520	531	8	5	19	17	66	68	7	10
White (03-04)	1649	37773	97	99	506	511	24	20	20	18	38	41	19	21
Students with Disabilities (04-05)	662	9353	0	100	416	429	46	40	36	38	18	22	0	1
Students with Disabilities (03-04)	595	8801	95	100	437	448	80	75	12	13	7	10	1	2
Students without Disabilities (04-05)	4107	69024	0	99	512	524	10	7	29	23	57	62	4	7
Students without Disabilities (03-04)	3927	66117	97	99	490	501	37	28	20	19	31	37	12	16
Limited English Proficient Students (04-05)	586	10140	0	100	450	451	27	28	42	43	30	29	0	1
Limited English Proficient Students (03-04)	748	11706	100	100	442	454	83	71	9	16	8	12	0	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	2434	33398	0	94	488	495	20	18	39	35	40	46	1	2
Economically Disadvantaged (03-04)	2538	29785	NA	NA	470	477	54	47	19	20	22	26	5	6
Non-Economically Disadvantaged (04-05)	2335	44979	0	100	510	525	9	6	21	18	64	66	6	10
Non-Economically Disadvantaged (03-04)	1984	45115	NA	NA	504	508	26	23	19	18	37	39	18	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4758	78094	99	99	536	545	4	3	20	18	74	77	1	2
All Students (03-04)	4511	74503	97	99	485	491	10	9	34	32	50	51	6	8
Female (04-05)	2364	38025	99	99	548	558	3	2	16	13	80	82	2	2
Female (03-04)	2202	36686	97	99	500	506	6	5	30	29	56	57	8	9
Male (04-05)	2393	40013	99	99	524	534	6	5	25	23	69	71	1	1
Male (03-04)	2302	37644	96	98	470	476	14	13	37	36	43	45	5	6
African American (04-05)	325	4037	98	99	519	532	7	4	19	22	73	73	1	1
African American (03-04)	331	3677	97	97	471	475	11	12	37	36	50	46	2	5
Hispanic (04-05)	2424	29068	99	99	521	523	6	5	26	27	68	67	0	1
Hispanic (03-04)	2222	26500	96	97	468	467	13	13	38	39	45	44	4	4
Asian/Pacific Islander (04-05)	122	1743	100	100	574	577	1	2	12	9	78	82	9	8
Asian/Pacific Islander (03-04)	110	1566	96	99	541	537	3	5	23	23	55	55	19	18
American Indian/Alaskan Native (04-05)	198	4981	99	100	527	526	4	4	23	25	72	70	1	0
American Indian/Alaskan Native (03-04)	175	4695	90	97	459	464	20	14	33	39	45	44	2	3
White (04-05)	1689	38265	99	99	559	564	1	2	13	11	84	84	2	3
White (03-04)	1653	37606	97	99	508	508	6	6	28	28	56	56	10	10
Students with Disabilities (04-05)	651	9275	100	100	433	444	17	14	44	46	39	39	1	1
Students with Disabilities (03-04)	585	8662	94	100	400	409	38	37	45	42	16	20	1	1
Students without Disabilities (04-05)	4108	68892	99	98	552	559	2	2	17	14	80	82	2	2
Students without Disabilities (03-04)	3926	65841	97	98	493	499	8	7	33	32	53	53	7	8
Limited English Proficient Students (04-05)	586	10084	100	100	472	474	11	10	38	39	51	50	0	1
Limited English Proficient Students (03-04)	738	11608	100	100	417	430	30	23	45	47	24	28	1	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	2424	33296	96	94	523	527	6	5	27	27	66	67	1	0
Economically Disadvantaged (03-04)	2534	29587	NA	NA	462	465	15	14	39	40	43	43	3	4
Non-Economically Disadvantaged (04-05)	2335	44871	100	100	549	559	2	2	13	12	82	84	2	3
Non-Economically Disadvantaged (03-04)	1977	44898	NA	NA	512	507	5	7	27	28	57	55	10	10

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4134	69846	98	100	694	699	23	21	13	11	48	49	17	18
All Students (03-04)	4071	65934	98	100	490	492	46	43	17	18	22	24	15	15
Female (04-05)	2050	34328	98	99	697	702	21	19	14	12	50	51	16	18
Female (03-04)	2046	32586	97	100	490	491	46	44	18	19	23	24	14	14
Male (04-05)	2083	35509	97	100	691	696	24	23	12	11	46	48	18	18
Male (03-04)	2018	33226	98	99	490	493	46	42	17	18	22	24	15	16
African American (04-05)	268	3535	96	100	682	677	27	31	15	15	48	46	10	8
African American (03-04)	250	3042	96	98	479	478	57	58	20	19	17	17	6	6
Hispanic (04-05)	1822	23363	97	100	678	680	33	32	17	16	44	45	7	7
Hispanic (03-04)	1788	21740	97	100	475	475	62	63	17	17	16	15	5	5
Asian/Pacific Islander (04-05)	132	1742	100	99	723	733	14	8	11	7	45	46	30	38
Asian/Pacific Islander (03-04)	96	1643	100	99	516	519	24	23	14	13	29	30	33	34
American Indian/Alaskan Native (04-05)	122	4785	93	100	659	671	34	39	23	17	39	39	4	5
American Indian/Alaskan Native (03-04)	134	4351	98	99	464	472	78	68	9	16	11	13	2	4
White (04-05)	1790	36421	99	99	712	714	12	12	8	8	53	54	27	26
White (03-04)	1779	34819	98	99	508	505	27	27	18	20	29	31	26	22
Students with Disabilities (04-05)	485	7690	97	100	578	593	62	64	16	14	20	21	1	2
Students with Disabilities (03-04)	426	6507	85	100	453	456	88	83	6	9	4	6	2	2
Students without Disabilities (04-05)	3649	62220	98	99	709	712	17	16	12	11	52	53	19	20
Students without Disabilities (03-04)	3645	59427	100	100	494	494	42	41	18	19	24	25	16	16
Limited English Proficient Students (04-05)	369	5834	100	100	613	612	48	46	20	20	31	31	1	3
Limited English Proficient Students (03-04)	479	6793	100	100	458	464	83	79	11	11	5	8	1	2
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Migrant Students (03-04)	--	708	--	NA	--	469	--	72	--	15	--	10	--	3
Economically Disadvantaged (04-05)	1384	21421	91	92	686	686	35	35	14	15	43	43	7	7
Economically Disadvantaged (03-04)	1415	18745	NA	NA	472	475	65	64	17	16	14	15	4	5
Non-Economically Disadvantaged (04-05)	2750	48489	100	100	698	704	16	15	12	10	50	52	22	23
Non-Economically Disadvantaged (03-04)	2656	47182	NA	NA	500	499	36	35	18	19	26	27	20	19

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4182	71311	98	100	691	694	8	7	22	21	62	63	9	9
All Students (03-04)	4214	68162	98	100	505	509	22	18	23	24	47	51	8	8
Female (04-05)	2058	34328	98	100	697	700	6	5	21	19	64	66	10	10
Female (03-04)	2115	33509	98	100	511	513	18	15	24	23	49	52	9	9
Male (04-05)	2124	36430	97	100	685	688	10	9	22	22	60	61	8	8
Male (03-04)	2095	34521	97	100	499	505	26	20	23	24	45	49	6	7
African American (04-05)	267	3573	95	100	681	676	6	9	27	26	63	60	4	4
African American (03-04)	262	3163	96	99	495	497	25	22	28	30	45	46	2	3
Hispanic (04-05)	1842	24056	97	100	671	672	12	13	31	31	53	53	3	3
Hispanic (03-04)	1851	22624	96	100	488	487	32	32	29	31	37	35	2	2
Asian/Pacific Islander (04-05)	133	1731	100	98	709	717	5	3	17	13	66	68	12	16
Asian/Pacific Islander (03-04)	101	1666	100	100	515	523	15	11	20	17	54	60	11	12
American Indian/Alaskan Native (04-05)	130	5110	94	100	652	661	12	14	35	38	51	46	1	2
American Indian/Alaskan Native (03-04)	135	4592	91	100	475	484	44	32	29	37	26	30	2	1
White (04-05)	1810	36841	99	99	712	713	3	3	11	12	70	72	16	13
White (03-04)	1840	35727	99	100	526	526	10	7	17	17	59	64	14	12
Students with Disabilities (04-05)	488	8021	95	100	571	590	28	27	44	42	28	29	1	1
Students with Disabilities (03-04)	463	6845	88	100	463	468	61	53	23	29	15	18	0	1
Students without Disabilities (04-05)	3694	63379	98	100	706	707	5	5	19	18	66	68	10	10
Students without Disabilities (03-04)	3751	61317	99	100	510	512	17	15	23	23	51	53	9	8
Limited English Proficient Students (04-05)	391	6402	100	100	594	596	25	25	47	44	27	30	0	1
Limited English Proficient Students (03-04)	495	7152	100	100	458	464	66	57	24	31	10	12	0	0
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Migrant Students (03-04)	--	745	--	NA	--	469	--	51	--	31	--	17	--	1
Economically Disadvantaged (04-05)	1415	22243	91	93	677	677	14	14	31	32	51	51	3	3
Economically Disadvantaged (03-04)	1489	19528	NA	NA	484	487	37	31	28	32	33	34	2	2
Non-Economically Disadvantaged (04-05)	2767	49157	100	100	698	702	4	4	17	16	67	69	12	11
Non-Economically Disadvantaged (03-04)	2725	48595	NA	NA	517	518	14	13	21	20	55	57	11	10

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	4168	70868	97	100	684	688	5	5	23	23	66	63	6	9
All Students (03-04)	4179	67629	97	100	523	524	22	22	16	16	59	59	3	3
Female (04-05)	2053	34710	98	99	693	697	4	3	19	19	69	66	8	12
Female (03-04)	2102	33347	97	100	538	537	16	17	15	15	65	64	4	4
Male (04-05)	2115	36176	97	100	674	678	6	7	26	27	63	59	4	7
Male (03-04)	2072	34151	96	99	509	512	29	27	16	18	52	54	2	2
African American (04-05)	265	3557	95	99	681	675	5	7	24	25	66	62	5	6
African American (03-04)	262	3150	96	99	511	515	22	24	17	19	60	56	1	2
Hispanic (04-05)	1839	23868	97	100	671	670	8	9	31	33	59	55	2	4
Hispanic (03-04)	1822	22313	95	100	501	493	30	34	17	19	52	46	1	1
Asian/Pacific Islander (04-05)	133	1732	100	98	702	713	5	2	13	12	75	64	7	22
Asian/Pacific Islander (03-04)	101	1659	100	100	562	564	10	11	16	12	63	68	11	9
American Indian/Alaskan Native (04-05)	131	5001	95	100	660	661	5	9	30	41	61	48	4	2
American Indian/Alaskan Native (03-04)	136	4528	91	99	482	492	40	35	19	21	41	42	0	1
White (04-05)	1800	36710	98	99	697	702	2	2	16	15	72	69	10	13
White (03-04)	1835	35593	98	99	549	547	14	13	14	14	67	69	5	4
Students with Disabilities (04-05)	481	7900	94	100	568	580	18	22	50	49	32	28	1	1
Students with Disabilities (03-04)	454	6712	86	100	443	445	62	61	18	18	20	21	0	0
Students without Disabilities (04-05)	3687	63054	98	99	698	701	3	3	20	20	70	67	7	10
Students without Disabilities (03-04)	3725	60917	98	100	533	530	18	19	16	16	63	61	3	3
Limited English Proficient Students (04-05)	389	6308	100	100	594	591	19	19	44	47	37	33	0	1
Limited English Proficient Students (03-04)	476	6994	100	100	434	442	63	58	16	18	20	23	0	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Migrant Students (03-04)	--	732	--	NA	--	466	--	44	--	23	--	33	--	0
Economically Disadvantaged (04-05)	1404	21994	91	92	674	673	10	10	33	36	55	52	2	3
Economically Disadvantaged (03-04)	1466	19310	NA	NA	489	489	35	35	18	20	46	44	1	1
Non-Economically Disadvantaged (04-05)	2764	48960	100	100	688	694	2	3	18	18	71	67	8	12
Non-Economically Disadvantaged (03-04)	2713	48278	NA	NA	542	538	16	17	15	15	65	65	4	4

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

District AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Anna Lawrence Intermediate School	Restructure(Plan)
Cavett Elementary School	Warning Year
Duffy Elementary School	Warning Year
Henry Hank Oyama	Warning Year
Maxwell Middle School	SI Year 1
Menlo Park Elementary School	Corrective Action
Mission View Elementary School	Warning Year
Roberts Elementary School	Corrective Action
Wakefield Middle School	SI Year 1

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Tucson Unified District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Alice Vail Middle School	Performing	N/A	Met
Anna Henry Elementary School	Highly Performing	N/A	Met
Anna Lawrence Intermediate School	Performing	N/A	Not Met
Annie Kellond Elementary School	Performing Plus	N/A	Met
Art Works Academy	N/A	Performing	Met
Aztec Middle College	N/A	Performing	Not Met
Aztec Middle College - East	N/A	Performing	Not Met
Aztec Middle College Northwest	N/A	Performing	Met
Blenman Elementary School	Highly Performing	N/A	Met
Bloom Elementary	Highly Performing	N/A	Met
Bonillas Elementary Basic Curriculum Magnet School	Performing Plus	N/A	Met
Booth Magnet Elementary School	Performing Plus	N/A	Met
Booth-Fickett Math/Science Magnet School	Performing Plus	N/A	Met
Borman Elementary School	Performing Plus	N/A	Met
Borton Primary Magnet School	Highly Performing	N/A	Met
Brichta Elementary School	Performing Plus	N/A	Met
C E Rose Elementary School	Performing Plus	N/A	Met
Carrillo Intermediate Magnet School	Performing	N/A	Met
Carson Middle School	Performing Plus	N/A	Met
Catalina High Magnet School	N/A	Performing	Not Met
Cavett Elementary School	Performing	N/A	Not Met

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Tucson Unified District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Cholla High Magnet School	N/A	Performing	Not Met
Collier Elementary	Highly Performing	N/A	Met
Corbett Elementary School	Performing	N/A	Met
Cragin Elementary School	Performing	N/A	Met
Davidson Elementary School	Performing	N/A	Met
Davis Bilingual Magnet School	Performing Plus	N/A	Met
Dietz Elementary School	Underperforming	N/A	Met
Doolen Middle School	Performing	N/A	Not Met
Downtown Alternative High School	N/A	Performing	Met
Drachman Primary Magnet School	Highly Performing	N/A	Met
Duffy Elementary School	Underperforming	N/A	Not Met
Dunham Elementary School	Performing Plus	N/A	Met
Ford Elementary	Performing Plus	N/A	Met
Fort Lowell Elementary School	Performing Plus	N/A	Met
Frances J Warren Elementary School	Performing Plus	N/A	Met
Fruchthendler Elementary School	Excelling	N/A	Met
Gale Elementary School	Excelling	N/A	Met
Gridley Middle School	Performing Plus	N/A	Met
Harold Steele Elementary School	Performing	N/A	Met
Harriet Johnson Primary School	Underperforming	N/A	Met
Henry Hank Oyama	Performing	N/A	Not Met

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Tucson Unified District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Hohokam Middle School	Performing	N/A	Met
Holladay Intermediate Magnet School	Highly Performing	N/A	Met
Hollinger Elementary School	Performing Plus	N/A	Met
Howenstine High Magnet School	N/A	Performing	Met
Hudlow Elementary School	Performing Plus	N/A	Met
Ida Flood Dodge Traditional Middle Magnet School	Excelling	N/A	Met
Irene Erickson Elementary School	Performing	N/A	Met
Jefferson Park Elementary School	Performing	N/A	Met
John B. Wright Elementary School	Underperforming	N/A	Met
John E White Elementary School	Performing Plus	N/A	Met
Joyce Drake Alternative Middle School	Performing	N/A	Met
Laura N. Banks Elementary	Performing Plus	N/A	Met
Lineweaver Elementary School	Highly Performing	N/A	Met
Lowell H Smith Elementary School	Performing Plus	N/A	Met
Lynn Urquides	Performing Plus	N/A	Met
Lyons Elementary School	Performing Plus	N/A	Met
Magee Middle School	Highly Performing	N/A	Met
Maldonado Amelia Elementary School	Performing	N/A	Met
Mansfeld Middle School	Performing	N/A	Met
Manzo Elementary School	Performing	N/A	Met

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Tucson Unified District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Marshall Elementary School	Performing	N/A	Met
Mary Meredith High School	N/A	Performing	Met
Mary Meredith K-12 School	Performing	N/A	Met
Maxwell Middle School	Performing	N/A	Not Met
Menlo Park Elementary School	Performing	N/A	Met
Miles Exploratory Learning Center	Excelling	N/A	Met
Miller Elementary School	Underperforming	N/A	Met
Mission View Elementary School	Underperforming	N/A	Not Met
Myers-Ganoung Elementary School	Performing	N/A	Met
Naylor Middle School	Underperforming	N/A	Met
Ochoa Elementary School	Performing	N/A	Met
PACE Alternative	N/A	Performing	Met
Palo Verde High Magnet School	N/A	Performing Plus	Met
Pass Alternative High School	N/A	Performing	Not Met
Peter Howell Elementary	Performing Plus	N/A	Met
Pistor Middle School	Performing	N/A	Met
Project More High School	N/A	Performing	Not Met
Pueblo Gardens Elementary	Highly Performing	N/A	Met
Pueblo High Magnet School	N/A	Performing	Not Met
Raul Grijalva Elementary School	Performing	N/A	Met
Reynolds Elementary School	Performing Plus	N/A	Met

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Tucson Unified District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Richey K-8 School	Performing	N/A	Met
Rincon High School	N/A	Performing	Met
Roberts Elementary School	Performing Plus	N/A	Met
Robins Elementary School	Highly Performing	N/A	Met
Robison Elementary School	Performing	N/A	Met
Rogers Elementary School	Highly Performing	N/A	Met
Roskruge Bilingual Magnet Middle School	Performing	N/A	Met
Roskruge Elementary School	Performing Plus	N/A	Met
Sabino High School	N/A	Excelling	Met
Safford Elementary School	Performing Plus	N/A	Met
Safford Engineering/Technology Magnet Middle School	Performing	N/A	Met
Sahuaro High School	N/A	Excelling	Met
Sam Hughes Elementary	Highly Performing	N/A	Met
Santa Rita High School	N/A	Performing Plus	Met
Schumaker Elementary School	Performing	N/A	Met
Secrist Middle School	Performing Plus	N/A	Met
Soleng Tom Elementary School	Highly Performing	N/A	Met
Southwest Alternative High School	N/A	Performing	Met
Southwest Alternative Middle School	Performing	N/A	Met
Teenage Parent Program - TAPP	Performing	Performing	Met
Tolson Elementary School	Performing Plus	N/A	Met

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Tucson Unified District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Townsend Middle School	Underperforming	N/A	Not Met
Tucson High Magnet School	N/A	Performing	Not Met
Tully Elementary Magnet School	Performing	N/A	Met
University High School	N/A	Excelling	Met
Utterback Middle School	Performing	N/A	Met
Valencia Middle School	Performing Plus	N/A	Met
Van Buskirk Elementary School	Performing Plus	N/A	Met
Van Horne Elementary School	Performing Plus	N/A	Met
Vesey Elementary School	Performing Plus	N/A	Met
W Arthur Sewel Elementary School	Performing	N/A	Met
W V Whitmore Elementary School	Highly Performing	N/A	Met
Wakefield Middle School	Performing	N/A	Met
Wheeler Elementary School	Performing Plus	N/A	Met
Wrightstown Elementary	Highly Performing	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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