

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2120 E. Naco Vista, Tucson, AZ 85713

Tucson 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 Performing
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Ms. Jeanne T. Herron
Schedule : 07:50 AM to 04:30 PM
Grades : Pre-K-5
Web Address :
Phone Number : (520) 225-1300
Fax Number : (520) 225-1301
E-mail : jeanne.herron@tusd1.org

Mission

Cavett's mission is to serve the neighborhood students grades PACE through 5th grade and to offer students and parents a variety of educational choices including bilingual education classes, SEI classes, etc. Also, our mission is to raise student achievement for all of the students of Cavett Elementary.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 SI Year 1
2004-05 Warning Year
2003-04 Out of Improvement

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

School / Academic Goals

- ü To increase our attendance, as measured by district data, from 93.14 percent to 93.6 percent for the 2006 through 2007 school year.
- ü The number of students who are at grade level in reading will increase by approximately 3 percent during the 2006-2007 school year. The increase will be from 202 students reading on grade level to 217 students reading on grade level.

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 : 7

Instructional Programs

- ü Head Start and PACE Preschool
- ü Bilingual Classes
- ü SEI Classes
- ü Music Classes General and Instrumental
- ü OMA Opening the Minds through the Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 7 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

- Cavett's responsibilities to parents include but are not limited to the following:
- *High academic standards, setting goals & expectations for students
 - *Distribution of handbooks and/or policies
 - *Distribution of other school materials & communications from the school or district.
 - *Regular home/school communication
 - *Home visits.

Parents

Parent's responsibilities include but are not limited to the following:

- *student attendance
- *proper clothing/nourishment
- *homework support
- *involvement in school goals and expectations
- *support of school policies
- *regular communication with the teacher/school.

Transportation Policy

TUSD transportation responsibilities include transporting any elementary student who lives more than two miles away from their school to their home school.

School Honors

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

Award/Honor	Year
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3rd 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	66	4704	80010	99	99	99	413	443	447	26	11	10	27	20	18	44	54	53	3	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2282	38935	97	99	99	419	444	447	18	9	9	27	20	19	52	57	55	3	14	17
Male	33	2422	40974	100	99	98	407	441	448	33	12	11	27	21	18	36	52	52	3	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	55	2729	34545	100	99	99	413	435	432	25	12	14	27	24	24	45	54	53	2	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	62	4110	69849	98	100	100	413	446	451	27	8	7	24	19	17	45	57	56	3	16	19
Limited English Proficient Students	28	739	14013	100	98	97	398	410	413	39	27	24	29	35	34	32	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	41	2469	39029	100	99	98	416	435	432	24	12	14	27	24	25	44	54	52	5	9	9
Non-Economically Disadvantaged	25	2235	40981	96	99	100	408	451	462	28	9	6	28	16	13	44	54	54	NA	20	27

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	66	4701	79438	99	99	98	416	446	451	23	10	9	38	27	24	38	55	56	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2284	38775	97	99	99	425	453	457	15	8	7	39	24	22	42	58	58	3	11	13
Male	33	2417	40560	100	99	97	406	440	446	30	13	12	36	29	25	33	52	54	NA	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	55	2723	34297	100	99	98	419	438	434	18	12	14	42	30	31	38	52	50	2	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	62	4116	69850	98	100	100	417	451	456	21	8	7	39	25	23	39	58	59	2	9	12
Limited English Proficient Students	28	734	13856	100	98	96	404	403	407	32	29	27	29	44	43	39	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	41	2460	38685	100	98	97	415	437	435	27	12	14	34	30	32	37	53	50	2	4	5
Non-Economically Disadvantaged	25	2241	40753	96	99	99	417	456	467	16	8	5	44	23	16	40	57	62	NA	13	17

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	63	4706	79971	94	99	99	403	420	423	6	7	8	60	43	41	33	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2287	38974	94	99	99	411	432	437	6	5	5	56	36	33	38	57	57	NA	2	4
Male	31	2419	40895	94	99	98	395	408	410	6	9	10	65	50	47	29	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	53	2724	34481	96	99	99	402	416	410	6	7	10	62	46	46	32	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	60	4102	69713	95	99	100	404	426	429	7	5	5	58	41	39	35	52	52	NA	2	3
Limited English Proficient Students	27	741	13985	96	99	97	383	378	382	7	19	18	78	56	54	15	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	40	2467	38994	98	99	98	409	414	409	5	8	10	60	47	47	35	45	41	NA	1	1
Non-Economically Disadvantaged	23	2239	40977	88	99	100	393	427	437	9	6	5	61	39	34	30	53	56	NA	2	5

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

4th 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	63	4554	80147	100	98	99	433	474	482	33	13	11	35	20	17	32	48	49	NA	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2200	39281	100	98	99	441	475	483	21	11	9	43	22	17	36	48	50	NA	19	24
Male	35	2352	40780	97	97	98	426	473	482	43	14	12	29	19	17	29	48	48	NA	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	58	2529	33494	100	98	99	435	466	466	31	15	15	34	24	23	34	47	49	NA	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	--	219	4117	--	95	96	--	447	456	--	25	19	--	31	27	--	37	46	--	7	8
White	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	56	3965	69852	100	100	100	439	479	488	25	10	7	39	20	16	36	50	51	NA	21	26
Limited English Proficient Students	30	669	12722	100	97	97	422	439	441	43	27	27	40	35	33	17	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	45	2431	38371	100	97	97	432	464	465	36	16	15	31	24	23	33	47	49	NA	13	13
Non-Economically Disadvantaged	18	2123	41776	100	98	100	434	485	498	28	9	6	44	16	11	28	49	49	NA	25	33

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	63	4563	79686	100	98	98	428	463	470	29	13	11	48	27	24	24	53	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2214	39163	100	99	99	434	468	475	21	10	9	50	25	22	29	57	60	NA	8	10
Male	35	2347	40438	97	97	97	422	457	465	34	16	13	46	30	25	20	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	58	2525	33299	100	98	98	429	454	452	28	16	17	47	32	32	26	48	47	NA	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	NC	1388	35914	NC	99	98	NC	482	489	NC	6	5	NC	19	15	NC	63	67	NC	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	56	3970	69878	100	100	100	434	468	475	20	9	8	54	27	23	27	57	61	NA	7	9
Limited English Proficient Students	30	666	12594	100	97	96	412	420	422	37	34	34	60	47	45	3	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	45	2438	38095	100	98	97	427	452	452	33	17	17	42	32	32	24	48	48	NA	3	3
Non-Economically Disadvantaged	18	2125	41591	100	98	99	430	475	486	17	9	6	61	23	16	22	59	65	NA	10	13

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	63	4592	80372	100	99	99	438	474	475	10	4	4	49	31	30	41	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2219	39452	100	99	99	453	485	488	7	3	3	39	22	22	54	72	72	NA	2	3
Male	35	2371	40836	97	98	98	425	463	464	11	5	6	57	38	37	31	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	58	2551	33608	100	99	99	436	469	462	10	5	6	47	33	36	43	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	--	224	4128	--	97	97	--	462	464	--	5	4	--	37	39	--	58	56	--	NA	1
White	NC	1388	36213	NC	99	99	NC	486	489	NC	2	2	NC	26	22	NC	69	72	NC	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	56	3964	69846	100	100	100	452	480	482	4	3	3	52	27	26	45	69	69	NA	2	2
Limited English Proficient Students	30	674	12747	100	98	97	414	426	432	17	14	12	53	51	52	30	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	45	2454	38521	100	98	98	437	463	461	9	6	6	51	35	38	40	59	55	NA	1	1
Non-Economically Disadvantaged	18	2138	41851	100	99	100	438	485	489	11	2	3	44	26	22	44	69	72	NA	3	4

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

5th 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	76	4552	79306	100	98	99	492	496	504	14	16	13	11	23	20	71	47	49	4	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2186	38845	100	98	99	490	496	505	11	14	11	16	24	20	68	49	50	5	14	18
Male	39	2365	40383	100	97	98	494	496	504	18	18	14	5	22	19	74	45	47	3	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	63	2530	32673	100	98	99	492	485	487	13	19	18	13	27	25	73	45	46	2	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	71	3979	69020	100	100	100	497	501	510	10	12	9	11	22	18	75	50	52	4	16	21
Limited English Proficient Students	26	593	10291	96	96	96	484	456	458	19	41	38	12	32	34	69	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	52	2380	37437	100	98	97	495	484	486	12	20	19	13	26	26	71	45	46	4	9	9
Non-Economically Disadvantaged	24	2172	41869	100	98	100	486	508	521	21	11	7	4	18	14	71	49	51	4	21	27

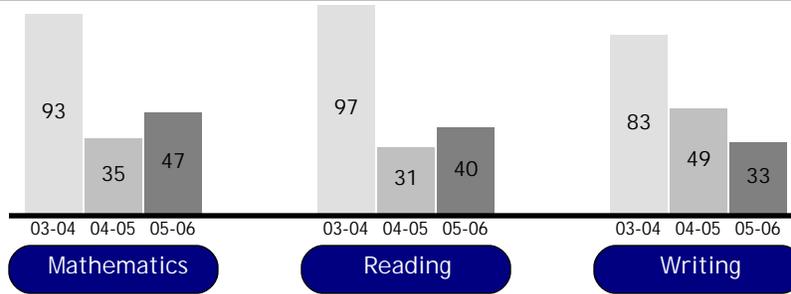
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	4596	79000	100	99	98	485	483	489	5	11	10	22	28	24	66	54	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2204	38774	100	99	99	488	488	494	5	7	7	19	27	22	68	57	61	8	8	10
Male	39	2391	40150	100	98	98	481	479	485	5	14	12	26	28	25	64	53	55	5	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	63	2553	32508	100	99	98	485	473	472	5	13	15	22	34	33	67	49	49	6	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	71	3979	69009	100	100	100	489	489	495	3	7	6	21	26	22	69	59	62	7	8	10
Limited English Proficient Students	26	604	10199	96	97	95	472	439	439	12	34	35	19	47	47	69	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	52	2403	37234	100	98	97	486	472	472	2	14	15	27	34	33	63	49	50	8	3	3
Non-Economically Disadvantaged	24	2193	41766	100	99	99	483	495	505	13	8	5	13	21	16	71	60	65	4	11	14

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	76	4607	79611	100	99	99	486	500	496	11	5	7	43	36	37	46	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2206	39016	100	99	99	504	514	511	8	3	4	27	26	29	65	70	66	NA	1	1
Male	39	2400	40519	100	99	98	469	488	482	13	7	10	59	44	44	28	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	63	2557	32855	100	99	99	485	495	481	11	6	10	46	39	43	43	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	71	3964	68947	100	100	100	491	509	504	8	3	4	42	32	34	49	64	61	NA	0	1
Limited English Proficient Students	26	609	10362	96	98	97	452	448	438	23	17	22	54	58	57	23	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	52	2415	37626	100	99	98	491	492	479	8	6	10	44	41	45	48	52	45	NA	0	0
Non-Economically Disadvantaged	24	2192	41985	100	99	100	473	510	511	17	4	4	42	30	30	42	65	65	NA	1	1

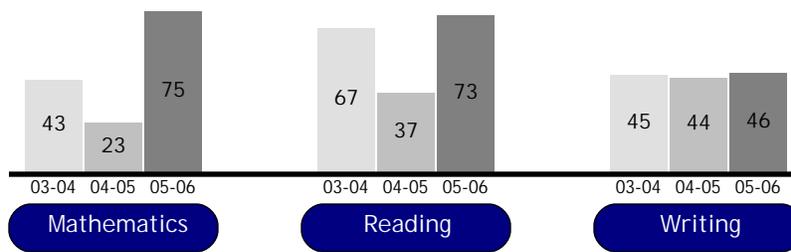
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 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
2	Reading	100	75	NA	58	99	20	43	47	100	24	44	46
	Language	100	52	45	50	99	23	42	47	100	24	44	48
	Mathematics	100	76	56	64	99	32	48	50	100	34	50	52
3	Reading	100	54	NA	55	100	22	41	44	100	46	43	46
	Language	100	73	56	61	100	24	40	44	100	46	43	46
	Mathematics	100	71	53	61	100	26	47	51	100	48	48	52
4	Reading	100	61	NA	56	100	29	43	48	100	22	46	52
	Language	100	66	45	52	100	33	44	49	100	27	48	52
	Mathematics	99	65	50	61	100	33	48	53	100	28	52	58
5	Reading	100	51	NA	55	99	36	46	50	100	46	50	56
	Language	100	52	41	49	99	31	46	50	100	50	50	54
	Mathematics	100	63	53	63	99	26	45	49	100	46	48	52

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator		Teacher	
Other Professional Staff		Teacher Aide	

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.

Teachers with Emergency Certification.

Percent of teachers in the school with Emergency/Provisional Certification

Percent of core classes not taught by Highly Qualified Teachers

Resources Available at School Site

Special Facilities

Extracurricular Activities

Social Services

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	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

We have an SRO provided by the Tucson Police Department. We have Mediation Coaches who monitor the playground, parking lots, bus bays, parent drop off bay. The Mediation Coaches work with the students on the playground to help them solve problems outside. We have, through CODAC, a local counseling agency, an anti bullying program. The Tucson Police Department and TUSD's security department are both available at a moment's notice to our site to assist us should we need them.

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) :

4

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	TyLene Perkins	(520) 225-1300
Transportation Policy	Jeanne Herron	(520) 225-1300
Community Resources	Marisela Dominguez	(520) 225-1300
School Nutrition Programs	Liz Smith	(520) 225-1300
Parent Organization	Patricia Rodriguez	(520) 225-1300
Student Health/Nurse	Office	(520) 225-1300

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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** Due to booklet size printing, print copies are produced in multiples of 4.