

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2315 W. Canada St., Tucson, AZ 85746

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 Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. David Dodge
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-5
 Web Address : edweb.tusd.k12.az.us/White/
 Phone Number : (520) 908-5300
 Fax Number : (520) 908-5301
 E-mail : david.dodge@tusd.k12.az.us

Mission

White Elementary School community members will work collaboratively to inspire every student to set and achieve academic and social goals in a clean, safe, diverse and enriching environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

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

- ü Improving student achievement in writing. Students are assessed quarterly using the six trait of writing. Interventions are provided for students not meeting the standard on the quarterly writing prompt.
- ü Improvement of student achievement in math. Students take a quarterly benchmark math assesment Interventions are provided for students not meeting the standard on the quarterly math assesment.
- ü Improving student achievement in reading. All K-3 students are evluated using the DIBELs reading assesment. Students are provided with individualized interventions based on assesment data.

Enrollment

October 1, 2005 School Year Student Enrollment : 667
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 85

Instructional Programs

- Ü Full-day Kindergarten
- Ü Self Contained Gifted
- Ü On-site Special Education Self-contained
- Ü Opening Minds Through The Arts
- Ü Pull Out Gifted Classes
- Ü Tucson Links
- Ü Positive Behavioral Supports

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 52 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To guarantee that each student receives the skills, services and support required for an excellent education.

Parents

To support their childrens' learning by being actively involved in activities at school.

Transportation Policy

Controlled through central administration.

School Honors

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

Award/Honor	Year
Ü Science & Engineering Fair Winners	2000
Ü Native American Studies Recognition	2000
Ü Tucson Museum of Art	2000
Ü Pima County Clean Air Program	2000

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	112	4704	80010	99	99	99	439	443	447	13	11	10	25	20	18	45	54	53	17	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2282	38935	98	99	99	434	444	447	13	9	9	27	20	19	40	57	55	20	14	17
Male	57	2422	40974	100	99	98	444	441	448	14	12	11	23	21	18	49	52	52	14	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	85	2729	34545	99	99	99	434	435	432	13	12	14	29	24	24	44	54	53	14	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	16	1370	35142	100	99	99	461	462	465	19	6	5	6	12	11	44	57	56	31	26	28
Students with Disabilities	13	594	10161	100	94	93	423	415	419	31	30	28	31	27	28	23	37	36	15	6	8
Students without Disabilities	99	4110	69849	99	100	100	441	446	451	11	8	7	24	19	17	47	57	56	17	16	19
Limited English Proficient Students	14	739	14013	100	98	97	389	410	413	36	27	24	50	35	34	14	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	52	2469	39029	100	99	98	426	435	432	19	12	14	25	24	25	46	54	52	10	9	9
Non-Economically Disadvantaged	60	2235	40981	98	99	100	451	451	462	8	9	6	25	16	13	43	54	54	23	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	113	4701	79438	100	99	98	447	446	451	11	10	9	27	27	24	50	55	56	12	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2284	38775	100	99	99	449	453	457	11	8	7	21	24	22	54	58	58	14	11	13
Male	57	2417	40560	100	99	97	446	440	446	11	13	12	32	29	25	47	52	54	11	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	86	2723	34297	100	99	99	444	438	434	13	12	14	27	30	31	49	52	50	12	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	16	1369	34887	100	99	98	459	465	471	6	5	4	19	18	15	56	62	63	19	15	18
Students with Disabilities	13	585	9588	100	93	88	413	410	416	23	30	30	38	36	32	31	32	34	8	3	5
Students without Disabilities	100	4116	69850	100	100	100	450	451	456	9	8	7	25	25	23	53	58	59	13	9	12
Limited English Proficient Students	14	734	13856	100	98	96	393	403	407	43	29	27	36	44	43	21	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	52	2460	38685	100	98	97	433	437	435	15	12	14	33	30	32	46	53	50	6	4	5
Non-Economically Disadvantaged	61	2241	40753	100	99	99	460	456	467	7	8	5	21	23	16	54	57	62	18	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	113	4706	79971	100	99	99	425	420	423	5	7	8	40	43	41	52	48	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2287	38974	100	99	99	435	432	437	4	5	5	38	36	33	55	57	57	4	2	4
Male	57	2419	40895	100	99	98	414	408	410	7	9	10	42	50	47	49	40	41	2	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	86	2724	34481	100	99	99	423	416	410	6	7	10	41	46	46	50	46	43	3	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	16	1373	35150	100	99	99	420	430	437	6	5	5	38	38	35	56	54	56	NA	3	5
Students with Disabilities	13	604	10258	100	96	94	398	373	377	8	22	23	46	55	51	46	23	25	NA	1	1
Students without Disabilities	100	4102	69713	100	99	100	427	426	429	5	5	5	39	41	39	53	52	52	3	2	3
Limited English Proficient Students	14	741	13985	100	99	97	321	378	382	36	19	18	64	56	54	NA	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	52	2467	38994	100	99	98	413	414	409	10	8	10	38	47	47	52	45	41	NA	1	1
Non-Economically Disadvantaged	61	2239	40977	100	99	100	435	427	437	2	6	5	41	39	34	52	53	56	5	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	110	4554	80147	100	98	99	461	474	482	18	13	11	25	20	17	45	48	49	12	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2200	39281	100	98	99	464	475	483	14	11	9	26	22	17	45	48	50	16	19	24
Male	52	2352	40780	100	97	98	459	473	482	23	14	12	25	19	17	44	48	48	8	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	83	2529	33494	100	98	99	457	466	466	19	15	15	28	24	23	43	47	49	10	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	15	1383	36122	100	98	99	491	492	501	13	7	5	13	14	10	47	51	50	27	28	35
Students with Disabilities	11	589	10295	100	88	92	432	439	443	36	35	33	36	26	26	27	34	33	NA	6	8
Students without Disabilities	99	3965	69852	100	100	100	465	479	488	16	10	7	24	20	16	46	50	51	13	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	66	2431	38371	100	97	97	451	464	465	21	16	15	24	24	23	50	47	49	5	13	13
Non-Economically Disadvantaged	44	2123	41776	100	98	100	477	485	498	14	9	6	27	16	11	36	49	49	23	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	109	4563	79686	99	98	98	461	463	470	11	13	11	29	27	24	53	53	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2214	39163	100	99	99	468	468	475	7	10	9	26	25	22	59	57	60	9	8	10
Male	51	2347	40438	98	97	97	453	457	465	16	16	13	33	30	25	47	49	54	4	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	82	2525	33299	99	98	98	454	454	452	13	16	17	29	32	32	54	48	47	4	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	15	1388	35914	100	99	98	497	482	489	NA	6	5	20	19	15	60	63	67	20	12	14
Students with Disabilities	10	593	9808	91	88	87	NA	425	432	NA	37	35	NA	32	32	NA	28	30	NA	3	3
Students without Disabilities	99	3970	69878	100	100	100	465	468	475	9	9	8	27	27	23	57	57	61	7	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	66	2438	38095	100	98	97	453	452	452	12	17	17	36	32	32	48	48	48	3	3	3
Non-Economically Disadvantaged	43	2125	41591	98	98	99	474	475	486	9	9	6	19	23	16	60	59	65	12	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	110	4592	80372	100	99	99	478	474	475	2	4	4	32	31	30	66	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2219	39452	100	99	99	485	485	488	2	3	3	26	22	22	72	72	72	NA	2	3
Male	52	2371	40836	100	98	98	470	463	464	2	5	6	38	38	37	60	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	83	2551	33608	100	99	99	473	469	462	2	5	6	34	33	36	64	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	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	15	1388	36213	100	99	99	499	486	489	NA	2	2	20	26	22	80	69	72	NA	3	3
Students with Disabilities	11	628	10526	100	93	94	463	427	427	9	14	15	36	53	53	55	32	31	NA	1	1
Students without Disabilities	99	3964	69846	100	100	100	479	480	482	1	3	3	31	27	26	68	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	66	2454	38521	100	98	98	474	463	461	2	6	6	30	35	38	68	59	55	NA	1	1
Non-Economically Disadvantaged	44	2138	41851	100	99	100	482	485	489	2	2	3	34	26	22	64	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	102	4552	79306	100	98	99	486	496	504	18	16	13	33	23	20	35	47	49	14	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2186	38845	100	98	99	482	496	505	20	14	11	35	24	20	33	49	50	11	14	18
Male	48	2365	40383	100	97	98	490	496	504	15	18	14	31	22	19	38	45	47	17	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	86	2530	32673	100	98	99	479	485	487	20	19	18	35	27	25	38	45	46	7	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	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	93	3979	69020	100	100	100	488	501	510	17	12	9	30	22	18	38	50	52	15	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	48	2380	37437	100	98	97	480	484	486	17	20	19	40	26	26	35	45	46	8	9	9
Non-Economically Disadvantaged	54	2172	41869	100	98	100	490	508	521	19	11	7	28	18	14	35	49	51	19	21	27

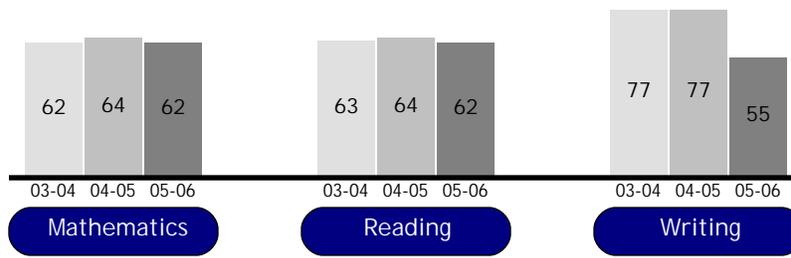
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	4596	79000	100	99	98	478	483	489	12	11	10	34	28	24	47	54	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2204	38774	100	99	99	486	488	494	9	7	7	33	27	22	44	57	61	13	8	10
Male	48	2391	40150	100	98	98	469	479	485	15	14	12	35	28	25	50	53	55	NA	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	86	2553	32508	100	99	98	473	473	472	12	13	15	38	34	33	45	49	49	5	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	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	93	3979	69009	100	100	100	483	489	495	9	7	6	33	26	22	51	59	62	8	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	48	2403	37234	100	98	97	473	472	472	17	14	15	35	34	33	40	49	50	8	3	3
Non-Economically Disadvantaged	54	2193	41766	100	99	99	483	495	505	7	8	5	33	21	16	54	60	65	6	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	102	4607	79611	100	99	99	494	500	496	4	5	7	45	36	37	51	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2206	39016	100	99	99	499	514	511	6	3	4	35	26	29	59	70	66	NA	1	1
Male	48	2400	40519	100	99	98	490	488	482	2	7	10	56	44	44	42	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	86	2557	32855	100	99	99	493	495	481	3	6	10	50	39	43	47	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	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	93	3964	68947	100	100	100	501	509	504	2	3	4	42	32	34	56	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	48	2415	37626	100	99	98	496	492	479	2	6	10	48	41	45	50	52	45	NA	0	0
Non-Economically Disadvantaged	54	2192	41985	100	99	100	493	510	511	6	4	4	43	30	30	52	65	65	NA	1	1

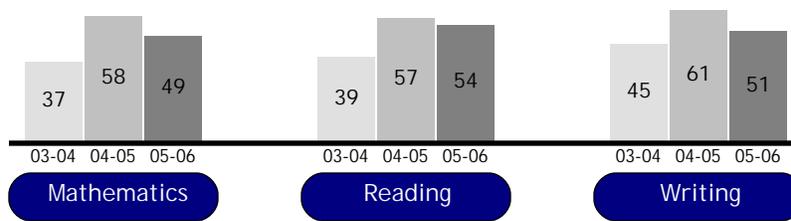
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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
2	Reading	90	45	NA	58	96	45	43	47	96	44	44	46
	Language	94	52	45	50	96	48	42	47	96	54	44	48
	Mathematics	94	46	56	64	96	55	48	50	96	59	50	52
3	Reading	99	50	NA	55	100	44	41	44	96	46	43	46
	Language	99	62	56	61	100	40	40	44	96	44	43	46
	Mathematics	97	49	53	61	100	47	47	51	96	46	48	52
4	Reading	100	41	NA	56	100	42	43	48	100	48	46	52
	Language	100	42	45	52	100	43	44	49	100	46	48	52
	Mathematics	99	52	50	61	100	50	48	53	100	46	52	58
5	Reading	98	43	NA	55	100	46	46	50	99	43	50	56
	Language	98	37	41	49	100	45	46	50	99	46	50	54
	Mathematics	97	50	53	63	100	45	45	49	99	43	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

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

Council Duties

- Ü Developing School Wide Goals
- Ü Mathematics
- Ü Quality Instruction
- Ü Reading
- Ü Pyramid Of Interventions
- Ü Writing

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	1	4	0	0
10 or more years	5	4	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
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 Computer Lab
- Ü Library/Multimedia Center
- Ü Mult Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü Opening Minds Through The Arts
- Ü After School Recreation
- Ü Track Team
- Ü Before School and After School Tutoring
- Ü Organized Games During Lunch Break

Social Services

- Ü After School Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Recreational Activities

ü Students honored for positive behavior.

ü Tucson Links School.

ü Students honored monthly for perfect attendance.

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	95	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

Developing new drop-off and pick-up area for parents. Requiring all visitors to the school to sign-in at the office and wear visitor badges. Implementing School Wide Programs to promote a positive school environment: Positive Behavioral Supports and Bully Proofing Your School.

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	David Dodge	(520) 908-5300
Transportation Policy	Nick Makres	(520) 225-4800
Community Resources	Edna Hollins	(520) 908-5300
School Nutrition Programs	Mike Chitala	(520) 908-5300
Parent Organization	Bulldog Parent Group	(520) 908-5300
Student Health/Nurse	Hazel Ivey	(520) 908-5300

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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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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