



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

450 S. Montego Drive, Tucson, AZ 85710

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)

2004-05 Performing Plus
2003-04 Highly Performing
2002-03 Highly Performing

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

School Overview

Principal/Administrator : Mrs. Rosanne Neal
Schedule : 08:00 AM to 04:30 PM
Grades : 6-8
2005 Enrollment : 987
Web Address : tusd.k12.az.us
Phone Number : (520) 731-3800
Fax Number : (520) 731-3801
E-mail : rosanne.neal@tusd.k12.az.us

Mission

The Mission of Booth-Fickett is to provide a quality education for all students, engaging them in challenging activities that enable each student to become: fully productive academic and physical achievers; life long learners; culturally aware; open minded; neighborly; secure in a positive, safe and effective learning environment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- Students will meet performance standards in the site accountability plan and achieve continuous academic improvement in the areas of reading, writing and mathematics.
Booth-Fickett will achieve a 94 percent attendance rate for 6-8 student population.

Enrollment

October 1, 2004 School Year Student Enrollment : 1017
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Math/Science Resource Center
- ü I Can Learn Algebra Lab
- ü OMA/Opening Minds Through the Arts
- ü Computer Lab
- ü MESA
- ü Science Olympiad
- ü Math Counts

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Build leadership capacity by collaborating with the school community to ensure an effective, safe and secure quality learning environment in order for students to succeed. Provide opportunities for parents to be involved in the teaching and learning process for all students. Implementation of state and district standards. Implement TUSD Board Policies and Procedures, including guidelines for student rights and responsibilities.

Parents

Maintain frequent and open communication with school personnel. Visit school on a regular basis. Actively participate in school activities. Support school efforts by being an active participant in the education process. Support homework efforts by providing a time, place and appropriate atmosphere for homework to be completed.

Transportation Policy

TUSD provides transportation for all magnet students. Students living outside the designated mile radius in the attendance area receive transportation. Students are provided the privilege of riding. Students must follow all rules and procedures related transportation.

School Honors

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

Award/Honor	Year
ü First Place Regional Science Olympiad	2004
ü MESA First Place National Competition	2003
ü MESA Second Place State Competition	2004

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	329	4765	78250	99	99	99	564	536	548	14	26	21	15	21	18	57	45	48	15	8	13
All Students (Prior Year)	315	4553	75001	99	98	99	474	455	468	28	46	37	42	35	36	20	12	16	11	7	10
Female	160	2364	38071	100	99	99	559	537	549	13	24	20	17	23	19	59	45	49	11	8	12
Male	169	2400	40126	98	99	99	569	534	547	15	28	23	13	19	17	55	45	46	18	9	14
African American	42	331	4058	100	100	99	545	509	523	28	36	32	15	26	22	50	33	41	8	5	5
Hispanic	118	2423	29129	98	99	99	552	521	527	15	32	32	21	24	23	57	40	40	6	4	6
Asian/Pacific Islander	13	122	1747	100	100	100	608	585	589	0	10	9	0	14	9	54	48	50	46	29	32
American Indian/Alaskan Native	NC	197	4996	NC	99	100	NC	512	518	NC	40	36	NC	28	25	NC	28	36	NC	3	4
White	149	1692	38320	99	99	99	574	560	568	10	14	12	12	15	14	59	56	55	19	15	19
Students with Disabilities	38	659	9329	100	100	100	492	445	454	67	65	64	17	17	18	17	16	16	0	1	2
Students without Disabilities	291	4107	68996	99	99	99	574	550	561	7	20	16	15	22	18	62	49	52	17	9	14
Limited English Proficient Students	NC	587	10133	NC	100	100	NC	485	488	NC	43	45	NC	28	25	NC	28	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	127	2431	33388	95	96	94	555	525	530	14	35	32	22	24	22	54	37	40	10	4	5
Non-Economically Disadvantaged	202	2335	44937	100	100	100	570	546	561	13	17	13	11	18	15	58	52	54	18	13	18

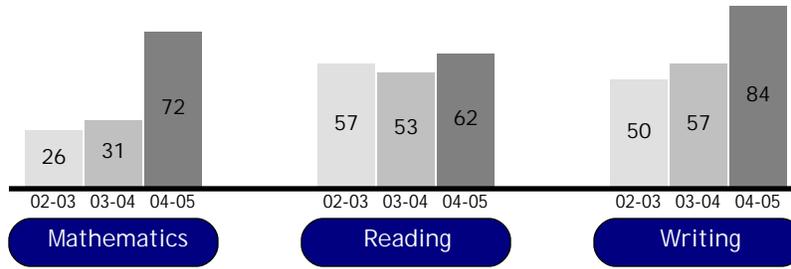
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	329	4767	78302	99	0	99	509	499	512	13	15	11	25	30	25	60	52	57	2	4	7
All Students (Prior Year)	318	4522	74918	100	97	99	498	485	497	30	41	32	17	19	19	37	29	35	16	11	15
Female	160	2366	38082	100	0	99	510	504	518	9	12	8	27	29	24	63	55	61	1	4	7
Male	169	2401	40166	98	0	99	508	494	507	17	17	14	23	31	26	57	49	54	3	3	6
African American	42	331	4064	100	0	100	499	482	498	15	17	14	35	39	29	50	42	54	0	3	3
Hispanic	118	2425	29152	98	0	99	499	486	492	16	19	17	29	36	34	54	44	46	1	2	2
Asian/Pacific Islander	13	122	1746	100	0	100	539	533	542	8	5	5	15	21	13	62	64	66	15	10	16
American Indian/Alaskan Native	NC	198	4993	NC	0	100	NC	486	484	NC	17	19	NC	41	38	NC	40	42	NC	2	1
White	149	1691	38347	99	0	99	515	520	531	11	8	5	21	19	17	67	66	68	1	7	10
Students with Disabilities	38	662	9353	100	0	100	454	416	429	56	46	40	33	36	38	11	18	22	0	0	1
Students without Disabilities	291	4107	69024	99	0	99	516	512	524	8	10	7	24	29	23	66	57	62	2	4	7
Limited English Proficient Students	NC	586	10140	NC	0	100	NC	450	451	NC	27	28	NC	42	43	NC	30	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	127	2434	33398	95	0	94	499	488	495	16	20	18	31	39	35	51	40	46	2	1	2
Non-Economically Disadvantaged	202	2335	44979	100	0	100	514	510	525	11	9	6	22	21	18	65	64	66	2	6	10

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	325	4758	78094	98	99	99	552	536	545	2	4	3	14	20	18	83	74	77	1	1	2
All Students (Prior Year)	313	4511	74503	98	97	99	484	485	491	7	10	9	36	34	32	54	50	51	3	6	8
Female	158	2364	38025	99	99	99	561	548	558	1	3	2	9	16	13	90	80	82	0	2	2
Male	167	2393	40013	97	99	99	544	524	534	3	6	5	19	25	23	77	69	71	1	1	1
African American	40	325	4037	95	98	99	554	519	532	3	7	4	16	19	22	79	73	73	3	1	1
Hispanic	117	2424	29068	98	99	99	545	521	523	3	6	5	16	26	27	82	68	67	0	0	1
Asian/Pacific Islander	13	122	1743	100	100	100	582	574	577	0	1	2	0	12	9	92	78	82	8	9	8
American Indian/Alaskan Native	NC	198	4981	NC	99	100	NC	527	526	NC	4	4	NC	23	25	NC	72	70	NC	1	0
White	149	1689	38265	99	99	99	555	559	564	1	1	2	14	13	11	85	84	84	0	2	3
Students with Disabilities	37	651	9275	100	100	100	495	433	444	14	17	14	37	44	46	49	39	39	0	1	1
Students without Disabilities	288	4108	68892	98	99	98	559	552	559	0	2	2	11	17	14	88	80	82	1	2	2
Limited English Proficient Students	NC	586	10084	NC	100	100	NC	472	474	NC	11	10	NC	38	39	NC	51	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	124	2424	33296	93	96	94	543	523	527	3	6	5	19	27	27	77	66	67	1	1	0
Non-Economically Disadvantaged	201	2335	44871	100	100	100	557	549	559	1	2	2	11	13	12	87	82	84	1	2	3

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

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

8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	94	60	45	53	98	63	NA	56	98	47	44	51
	Language	95	51	38	45	98	62	38	48	98	47	41	47
	Mathematics	98	67	52	62	98	71	52	66	98	57	44	52
7	Reading	99	55	44	51	99	59	NA	54	99	52	44	50
	Language	99	59	48	54	99	68	48	58	99	57	48	52
	Mathematics	96	54	47	58	99	68	49	62	99	57	44	50
8	Reading	99	64	49	53	98	58	NA	55	99	50	46	51
	Language	99	61	46	49	99	56	41	52	99	52	47	50
	Mathematics	96	63	53	58	98	60	50	61	99	61	48	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Student Discipline
- Ü Standards Based Instruction
- Ü Student Dress Code
- Ü Parent/Teacher Relationships
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	74.00
Other Professional Staff	4.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	6	5	0	0
7 to 9 years	12	5	0	0
10 or more years	17	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	192
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü I Can Learn Algebra Lab Computer Lab
- Ü Math/ScienceResource Center
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü MESA
- Ü Science Olympiad
- Ü Basketball/volleyball/Soccer
- Ü GATE
- Ü Math tutoring

Social Services

- Ü Lunch Program
- Ü Counseling Services

School Achievements/Accomplishments 2004-05

- ü Labeled a 'Highly Performing School' by the Arizona Department of Education.

- ü Science Olympiad Regional Competition - first place. Science Olympiad State Competition - second place.
 Spanish Class - Pima County Fair first place and Best in Class ribbon for diorama project. MESA - second place.

- ü Basketball/Volleyball - City Championships.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Our School Resource Officer teaches safety intervention, and conducts presentations for the GREAT program, in classrooms. Teachers review TUSD Board Policy 5060 on a quarterly basis with each class.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Charmaine Hill	(520) 731-3800
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 731-3800
School Nutrition Programs	Scatlette Rogers	(520) 731-3800
Parent Organization	Valerie Stanley	(520) 731-3800
Student Health/Nurse	Barbara Connolly	(520) 731-3800

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

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

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