



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	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
 Web Address : tusd1.org
 Phone Number : (520) 731-3800
 Fax Number : (520) 731-3801
 E-mail : rosanne.neal@tusd1.org

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)

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

- 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, 2005 School Year Student Enrollment : 980
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Math/Science Resource Center
- I Can Learn Algebra Lab
- OMA/Opening Minds Through the Arts
- Computer Lab
- MESA
- Science Olympiad
- 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
• First Place Regional Science Olympiad	2004
• MESA First Place National Competition	2003
• MESA Second Place State Competition	2004
• MESA First Place State Regional Competition	2006

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	287	4286	79327	100	94	98	518	500	518	16	28	19	23	24	20	43	39	46	18	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	2076	38961	100	95	98	514	501	520	18	25	16	27	26	20	39	40	48	17	9	16
Male	148	2208	40295	99	94	97	521	499	516	15	31	21	20	22	19	46	38	44	19	10	16
African American	40	300	4247	100	95	98	484	484	499	38	38	27	33	25	24	28	34	41	3	4	8
Hispanic	90	2354	32327	100	93	98	509	488	499	16	34	27	23	27	25	51	35	41	10	5	8
Asian/Pacific Islander	11	106	1939	100	98	99	573	544	556	9	11	6	NA	11	10	45	49	47	45	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	141	1331	36373	99	95	98	529	524	538	11	15	10	23	19	14	40	48	52	26	19	25
Students with Disabilities	36	539	9321	100	79	87	468	457	467	50	61	54	33	22	22	11	15	21	6	1	3
Students without Disabilities	251	3747	70006	100	97	100	525	505	524	12	23	14	22	24	19	47	42	49	20	11	18
Limited English Proficient Students	NC	483	9431	NC	88	95	NC	454	466	NC	66	53	NC	23	27	NC	10	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	121	2195	37097	100	94	97	507	487	498	20	35	27	26	26	25	40	34	41	13	5	7
Non-Economically Disadvantaged	166	2091	42230	99	95	99	525	512	535	14	20	11	21	22	15	44	44	50	21	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	286	4423	79501	99	97	98	498	485	497	7	15	10	23	31	25	67	52	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	2144	39062	99	98	99	501	490	502	5	11	8	24	30	23	67	56	64	4	3	5
Male	148	2277	40368	99	97	98	496	480	491	9	18	13	23	31	27	67	49	57	1	2	3
African American	40	309	4279	100	97	99	476	475	485	20	20	14	23	32	30	58	47	54	NA	1	2
Hispanic	90	2452	32389	100	97	98	491	474	478	8	19	16	30	36	34	61	45	48	1	1	1
Asian/Pacific Islander	11	107	1936	100	99	99	521	512	519	NA	3	3	18	21	14	82	67	73	NA	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	141	1360	36446	99	97	99	507	506	516	4	7	4	20	21	15	72	68	73	4	5	7
Students with Disabilities	35	601	9411	97	88	88	458	443	453	26	41	36	46	40	36	29	19	26	NA	1	1
Students without Disabilities	251	3822	70090	100	99	100	504	491	502	4	11	7	20	29	24	73	58	65	3	3	5
Limited English Proficient Students	NC	513	9401	NC	94	94	NC	434	443	NC	51	40	NC	39	46	NC	10	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	120	2266	37183	99	97	97	493	473	479	9	19	16	26	36	34	63	44	49	2	1	1
Non-Economically Disadvantaged	166	2157	42318	99	98	99	502	497	513	5	10	5	22	25	17	70	61	70	3	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	286	4464	80000	99	98	99	569	560	564	1	3	3	7	11	11	86	80	75	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	2164	39288	100	99	99	578	574	579	1	2	2	4	6	6	86	83	77	9	9	16
Male	147	2297	40644	99	98	98	560	546	549	1	4	4	10	16	15	86	77	74	4	3	7
African American	39	315	4307	98	99	99	556	539	551	3	8	4	10	13	13	87	74	75	NA	4	7
Hispanic	90	2475	32672	100	98	99	572	553	548	1	3	4	6	13	14	87	81	76	7	4	6
Asian/Pacific Islander	11	106	1945	100	98	99	597	596	592	NA	1	1	NA	4	4	82	70	69	18	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	141	1370	36602	99	98	99	568	575	579	NA	2	2	7	7	7	86	80	75	7	11	16
Students with Disabilities	35	640	9919	97	93	93	515	504	505	3	10	9	31	34	35	66	55	54	NA	1	2
Students without Disabilities	251	3824	70081	100	99	100	576	568	571	0	2	2	4	7	7	89	84	79	7	7	12
Limited English Proficient Students	NC	524	9571	NC	96	96	NC	498	502	NC	11	10	NC	31	29	NC	57	60	NC	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	120	2296	37534	99	98	98	564	548	547	1	4	4	10	14	15	83	78	76	7	4	5
Non-Economically Disadvantaged	166	2168	42466	99	98	100	573	572	578	1	2	2	5	8	7	89	82	75	6	9	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	312	4399	78546	99	97	97	546	528	543	10	22	15	18	21	18	58	48	52	14	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	158	2183	38645	99	97	98	545	531	545	8	20	13	18	20	18	63	51	54	10	9	15
Male	154	2209	39792	98	96	97	547	526	542	12	25	17	17	22	17	53	44	50	18	9	15
African American	42	289	4205	98	97	97	540	518	524	7	26	22	21	24	22	64	45	49	7	4	7
Hispanic	125	2347	31177	99	97	97	540	516	524	12	27	22	18	24	23	62	44	48	8	4	7
Asian/Pacific Islander	14	113	1940	100	98	99	575	560	580	NA	9	5	NA	13	9	71	57	53	29	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	124	1448	36450	98	97	97	551	550	563	10	13	7	18	16	12	52	54	57	20	18	23
Students with Disabilities	20	530	8093	87	84	82	499	480	489	40	58	50	30	24	24	30	18	23	NA	1	2
Students without Disabilities	292	3869	70453	100	99	100	549	534	549	8	17	11	17	21	17	60	52	56	15	10	16
Limited English Proficient Students	17	584	9323	89	95	94	490	483	491	53	56	47	24	25	28	24	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	114	2090	34694	100	96	96	534	516	524	14	28	23	22	25	23	54	43	48	11	5	7
Non-Economically Disadvantaged	198	2309	43852	98	98	99	552	539	559	8	17	10	15	17	13	61	52	56	16	13	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	313	4467	79045	99	98	98	512	501	512	8	14	10	28	31	25	58	51	58	6	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	159	2206	38860	100	98	98	516	509	519	6	9	7	25	28	22	65	57	62	4	6	8
Male	154	2254	40075	98	98	97	508	493	505	10	18	12	32	34	28	51	45	54	7	4	6
African American	41	295	4250	95	99	98	507	494	500	7	16	12	39	33	31	51	50	54	2	1	3
Hispanic	126	2386	31314	100	98	98	506	488	493	8	18	16	32	36	34	56	45	48	4	2	2
Asian/Pacific Islander	14	114	1949	100	99	99	525	523	536	7	6	4	7	19	15	86	62	66	NA	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	125	1467	36730	99	98	98	518	521	532	9	7	4	22	22	16	59	60	68	10	11	12
Students with Disabilities	21	588	8552	91	93	87	458	455	463	43	43	35	38	37	40	19	19	23	NA	1	1
Students without Disabilities	292	3879	70493	100	99	100	516	507	517	5	9	7	27	30	24	61	56	62	6	5	8
Limited English Proficient Students	19	602	9355	100	98	95	443	450	456	47	44	37	47	44	48	5	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	113	2126	34922	99	98	96	500	489	493	11	17	15	37	36	34	47	44	48	5	3	3
Non-Economically Disadvantaged	200	2341	44123	99	99	99	519	511	527	7	10	6	23	26	18	65	57	66	6	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	314	4459	79657	99	98	99	580	569	566	1	2	3	2	8	8	96	89	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	159	2207	39120	100	98	99	586	582	580	1	1	2	1	4	4	97	93	92	1	1	2
Male	155	2245	40423	99	98	98	575	557	553	NA	4	5	4	12	12	96	84	83	NA	0	1
African American	42	296	4290	98	99	99	584	566	560	NA	4	4	5	7	9	95	87	86	NA	1	1
Hispanic	126	2371	31642	100	98	99	577	561	552	1	3	5	1	10	11	98	87	84	NA	0	0
Asian/Pacific Islander	14	115	1948	100	100	99	595	588	589	NA	1	1	NA	4	3	93	90	91	7	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	125	1468	36929	99	98	99	581	582	579	1	1	2	3	5	5	95	92	91	1	2	2
Students with Disabilities	22	583	9069	96	92	92	537	517	508	NA	10	11	27	28	30	73	61	58	NA	1	1
Students without Disabilities	292	3876	70588	100	99	100	584	576	573	1	1	2	0	5	5	98	93	91	1	1	1
Limited English Proficient Students	19	594	9521	100	96	96	537	518	507	5	9	13	5	23	24	89	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	114	2116	35341	100	97	97	574	560	551	1	3	5	4	12	12	94	86	83	1	0	0
Non-Economically Disadvantaged	200	2343	44316	99	99	100	584	577	578	1	2	2	1	5	5	98	92	90	1	1	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	349	4533	78400	99	96	97	564	545	554	13	26	21	17	21	19	55	44	47	15	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	169	2289	38686	99	97	98	563	544	554	12	24	20	20	22	20	56	45	49	13	8	12
Male	180	2240	39636	99	95	96	566	545	554	15	28	23	14	19	18	54	42	46	16	11	13
African American	46	339	4193	98	96	97	534	527	533	28	35	32	30	24	23	33	37	40	9	5	5
Hispanic	122	2362	30732	99	95	97	558	531	534	14	33	31	20	24	24	57	39	40	10	5	5
Asian/Pacific Islander	15	117	1827	94	98	99	602	584	594	NA	9	8	NA	17	12	80	46	49	20	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	164	1534	37038	100	96	97	575	570	575	10	14	11	13	15	14	58	54	56	20	17	19
Students with Disabilities	42	520	7840	100	76	81	503	494	498	60	63	60	14	18	18	26	17	20	NA	1	2
Students without Disabilities	307	4013	70560	99	99	99	573	551	560	7	21	17	17	21	19	59	47	50	17	10	14
Limited English Proficient Students	NC	533	8956	NC	93	95	NC	498	502	NC	62	56	NC	20	25	NC	17	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	114	2056	33014	98	94	95	547	531	534	19	33	31	25	24	24	45	39	40	11	4	5
Non-Economically Disadvantaged	235	2477	45386	100	97	99	573	556	569	11	21	15	13	18	15	60	47	52	16	14	18

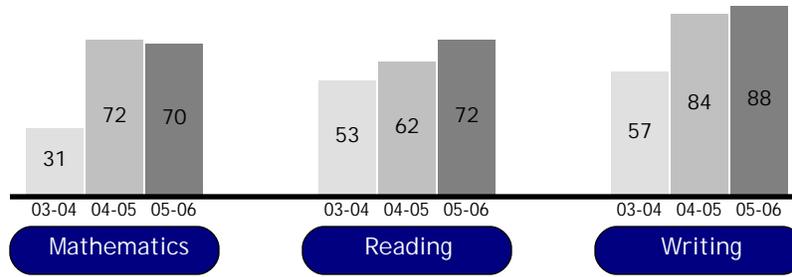
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	348	4640	79179	99	98	98	526	509	519	7	14	11	21	31	27	69	52	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	168	2327	38974	99	98	99	532	514	524	4	11	8	21	29	25	71	57	61	4	4	5
Male	180	2309	40124	99	98	97	520	504	513	9	16	13	21	33	28	67	48	54	3	3	4
African American	46	348	4243	98	98	98	509	499	506	13	20	14	33	31	32	48	45	51	7	3	3
Hispanic	122	2414	30987	99	97	98	523	497	498	4	17	17	27	37	36	67	45	45	2	1	1
Asian/Pacific Islander	15	118	1832	94	99	99	535	530	543	NA	4	4	13	25	17	80	62	69	7	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	163	1574	37467	99	99	98	532	530	539	8	7	5	13	21	17	75	66	70	4	6	8
Students with Disabilities	42	626	8567	100	91	88	476	462	467	21	41	39	52	42	38	26	17	22	NA	0	1
Students without Disabilities	306	4014	70612	99	99	99	533	516	524	5	9	7	16	29	25	75	58	62	4	4	5
Limited English Proficient Students	NC	546	9013	NC	95	95	NC	457	461	NC	43	40	NC	47	48	NC	10	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	114	2108	33345	98	97	96	515	496	499	9	18	17	31	37	36	57	43	46	4	2	1
Non-Economically Disadvantaged	234	2532	45834	99	99	99	531	520	533	6	10	7	16	25	19	75	60	67	3	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	349	4654	79734	99	98	99	568	555	554	1	3	3	11	18	19	88	79	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	170	2341	39243	100	99	99	580	568	568	1	2	2	7	11	12	92	87	85	1	0	1
Male	179	2309	40413	98	98	98	557	542	541	2	3	4	14	25	26	84	72	70	NA	0	0
African American	46	350	4285	98	99	99	557	544	548	NA	6	3	17	19	22	80	75	74	2	0	0
Hispanic	122	2433	31254	99	98	99	565	547	539	2	3	5	13	22	25	84	75	70	NA	0	0
Asian/Pacific Islander	15	118	1837	94	99	99	597	580	579	NA	NA	1	NA	8	9	100	91	87	NA	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	164	1568	37668	100	98	99	571	571	569	1	1	1	8	11	13	91	88	85	NA	0	1
Students with Disabilities	42	627	8943	100	91	92	511	499	495	2	10	11	48	49	51	50	40	38	NA	1	1
Students without Disabilities	307	4027	70791	99	100	100	576	563	561	1	1	2	6	13	15	93	85	83	0	0	0
Limited English Proficient Students	NC	551	9138	NC	96	97	NC	492	492	NC	13	13	NC	45	46	NC	42	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	114	2117	33718	98	97	97	560	545	538	2	4	5	15	23	26	83	73	69	NA	0	0
Non-Economically Disadvantaged	235	2537	46016	100	100	100	572	564	567	1	2	2	9	14	14	90	84	84	0	0	1

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

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

8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	63	NA	56	98	47	44	51	100	54	46	56
	Language	98	62	38	48	98	47	41	47	100	52	41	50
	Mathematics	98	71	52	66	98	57	44	52	100	56	44	58
7	Reading	99	59	NA	54	99	52	44	50	100	52	44	54
	Language	99	68	48	58	99	57	48	52	100	59	50	58
	Mathematics	99	68	49	62	99	57	44	50	100	54	44	54
8	Reading	98	58	NA	55	99	50	46	51	100	63	50	58
	Language	99	56	41	52	99	52	47	50	100	59	50	56
	Mathematics	98	60	50	61	99	61	48	53	100	61	50	58

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 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 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 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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

13

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	Cynthia Blue	(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.

Footnotes

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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