

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2120 N. Beverly, Tucson, AZ 85712

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	Underperforming
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Ms. Barbara Kohl
 Schedule : 08:00 AM to 04:30 PM
 Grades : 6-8
 Web Address : edweb.tusd.k12.az.us/townsend
 Phone Number : (520) 232-7900
 Fax Number : (520) 232-7901
 E-mail : barbara.kohl@tusd.k12.az.us

Mission

Townsend focuses on success for each and every student.
 Townsend: world class students.
 Townsend: world class staff.
 Townsend: world class school.

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	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 6th, 7th and 8th English Language Learner and Reclassified students meeting the AIMS Reading Standard will increase 5%, from 9% in 04-05 to 14% in 05-06.
- ü We will raise the number of students in grades 6th, 7th and 8th from the "Approaches" level to the "Meets/Exceeds" level in writing by 5%.
- ü We will decrease the number of 8th grade students in the "Falls Far Below" category in math by 5%.
- ü We will increase the percentage of students taking the AIMS exam by 5%.

Enrollment

October 1, 2005 School Year Student Enrollment : 560
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 64

Instructional Programs

- ü Honors Classes
- ü High School Algebra
- ü High School Spanish: Native/Non-Native
- ü Math and Reading Intervention Programs
- ü Exceptional Ed/MIMR/MOMR/MD Programs
- ü Structured English Immersion/ESL
- ü Career and Technical Education
- ü Academic Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Townsend's commitment to parents is to provide students with a safe environment for learning in order to facilitate academic achievement for each and every child. Parent contact and connection are central aspects to the success of this endeavor. Parent involvement is facilitated at the school level through communication systems, points of contact, established forums for participation and feedback, and 'open door' attitudes toward parent visitation.

Parents

- Parents are responsible to support the school-home partnership through:
- ensuring that each child comes to school regularly and on time
 - communicating frequently with school personnel via phone contact, visit, website, or the student planner
 - assisting students at home by supporting homework, providing adequate rest and encouraging healthy nutritional habits
 - becoming involved in school events and activities to the greatest extent possible

Transportation Policy

Transportation via school bus is a service and privilege provided to those students who reside outside walking distance. Students and parents are to regard the bus and the bus stop as extensions of the school day.

Standards for bus conduct are clearly established and communicated to all riders via the Student Rights and Responsibilities Handbook; the school administrative communications; and posted regulations. Students are expected to comply with all regulations.

School Honors

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

Award/Honor	Year
ü Divisional Champions: Boys and Girls Track	2006
ü Red Cross Campaign Top Fundraisers	2006
ü Southern Arizona Regional Science Awards	2005

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	163	4286	79327	95	94	98	493	500	518	33	28	19	26	24	20	35	39	46	6	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	2076	38961	96	95	98	488	501	520	38	25	16	28	26	20	27	40	48	8	9	16
Male	84	2208	40295	94	94	97	497	499	516	29	31	21	24	22	19	43	38	44	5	10	16
African American	11	300	4247	100	95	98	484	484	499	45	38	27	9	25	24	45	34	41	NA	4	8
Hispanic	83	2354	32327	95	93	98	480	488	499	42	34	27	27	27	25	29	35	41	2	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	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	65	1331	36373	96	95	98	508	524	538	20	15	10	28	19	14	42	48	52	11	19	25
Students with Disabilities	19	539	9321	66	79	87	516	457	467	42	61	54	5	22	22	53	15	21	NA	1	3
Students without Disabilities	144	3747	70006	100	97	100	491	505	524	32	23	14	28	24	19	33	42	49	7	11	18
Limited English Proficient Students	30	483	9431	94	88	95	453	454	466	67	66	53	23	23	27	10	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	84	2195	37097	98	94	97	480	487	498	44	35	27	30	26	25	23	34	41	4	5	7
Non-Economically Disadvantaged	79	2091	42230	93	95	99	505	512	535	22	20	11	22	22	15	48	44	50	9	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	163	4423	79501	95	97	98	484	485	497	15	15	10	33	31	25	50	52	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	2144	39062	96	98	99	484	490	502	16	11	8	33	30	23	48	56	64	3	3	5
Male	84	2277	40368	94	97	98	484	480	491	14	18	13	33	31	27	51	49	57	1	2	3
African American	11	309	4279	100	97	99	490	475	485	9	20	14	27	32	30	55	47	54	9	1	2
Hispanic	83	2452	32389	95	97	98	470	474	478	20	19	16	40	36	34	39	45	48	1	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	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	65	1360	36446	96	97	99	500	506	516	9	7	4	26	21	15	63	68	73	2	5	7
Students with Disabilities	19	601	9411	66	88	88	500	443	453	21	41	36	21	40	36	58	19	26	NA	1	1
Students without Disabilities	144	3822	70090	100	99	100	483	491	502	15	11	7	35	29	24	49	58	65	2	3	5
Limited English Proficient Students	30	513	9401	94	94	94	437	434	443	43	51	40	40	39	46	17	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	83	2266	37183	97	97	97	469	473	479	24	19	16	36	36	34	39	44	49	1	1	1
Non-Economically Disadvantaged	80	2157	42318	94	98	99	499	497	513	6	10	5	30	25	17	61	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	173	4464	80000	100	98	99	565	560	564	2	3	3	12	11	11	77	80	75	8	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	2164	39288	100	99	99	576	574	579	4	2	2	7	6	6	79	83	77	11	9	16
Male	89	2297	40644	100	98	98	555	546	549	1	4	4	17	16	15	76	77	74	6	3	7
African American	12	315	4307	100	99	99	561	539	551	NA	8	4	25	13	13	67	74	75	8	4	7
Hispanic	87	2475	32672	100	98	99	552	553	548	2	3	4	13	13	14	82	81	76	3	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	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	69	1370	36602	100	98	99	578	575	579	1	2	2	10	7	7	77	80	75	12	11	16
Students with Disabilities	29	640	9919	100	93	93	555	504	505	14	10	9	24	34	35	59	55	54	3	1	2
Students without Disabilities	144	3824	70081	100	99	100	566	568	571	NA	2	2	10	7	7	81	84	79	9	7	12
Limited English Proficient Students	32	524	9571	100	96	96	521	498	502	3	11	10	25	31	29	72	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	86	2296	37534	100	98	98	551	548	547	2	4	4	17	14	15	77	78	76	3	4	5
Non-Economically Disadvantaged	87	2168	42466	100	98	100	578	572	578	2	2	2	7	8	7	78	82	75	13	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	161	4399	78546	91	97	97	529	528	543	24	22	15	20	21	18	48	48	52	7	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2183	38645	87	97	98	530	531	545	22	20	13	22	20	18	52	51	54	5	9	15
Male	101	2209	39792	94	96	97	528	526	542	26	25	17	20	22	17	47	44	50	8	9	15
African American	17	289	4205	94	97	97	516	518	524	24	26	22	35	24	22	41	45	49	NA	4	7
Hispanic	71	2347	31177	91	97	97	517	516	524	23	27	22	25	24	23	51	44	48	1	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	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	64	1448	36450	90	97	97	543	550	563	25	13	7	13	16	12	48	54	57	14	18	23
Students with Disabilities	22	530	8093	59	84	82	491	480	489	45	58	50	36	24	24	18	18	23	NA	1	2
Students without Disabilities	139	3869	70453	99	99	100	530	534	549	21	17	11	18	21	17	53	52	56	8	10	16
Limited English Proficient Students	30	584	9323	86	95	94	475	483	491	60	56	47	27	25	28	13	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	73	2090	34694	91	96	96	517	516	524	30	28	23	23	25	23	44	43	48	3	5	7
Non-Economically Disadvantaged	88	2309	43852	91	98	99	538	539	559	19	17	10	18	17	13	52	52	56	10	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	164	4467	79045	93	98	98	496	501	512	16	14	10	34	31	25	45	51	58	6	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	2206	38860	88	98	98	502	509	519	15	9	7	36	28	22	41	57	62	8	6	8
Male	103	2254	40075	95	98	97	493	493	505	17	18	12	32	34	28	47	45	54	5	4	6
African American	17	295	4250	94	99	98	486	494	500	18	16	12	41	33	31	41	50	54	NA	1	3
Hispanic	71	2386	31314	91	98	98	482	488	493	17	18	16	41	36	34	41	45	48	1	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	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	67	1467	36730	94	98	98	516	521	532	13	7	4	24	22	16	49	60	68	13	11	12
Students with Disabilities	25	588	8552	68	93	87	485	455	463	20	43	35	40	37	40	36	19	23	4	1	1
Students without Disabilities	139	3879	70493	99	99	100	497	507	517	15	9	7	32	30	24	46	56	62	6	5	8
Limited English Proficient Students	30	602	9355	86	98	95	442	450	456	60	44	37	37	44	48	3	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	74	2126	34922	93	98	96	482	489	493	20	17	15	41	36	34	38	44	48	1	3	3
Non-Economically Disadvantaged	90	2341	44123	93	99	99	507	511	527	12	10	6	28	26	18	50	57	66	10	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	174	4459	79657	98	98	99	554	569	566	5	2	3	12	8	8	82	89	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	2207	39120	99	98	99	565	582	580	6	1	2	9	4	4	85	93	92	NA	1	2
Male	106	2245	40423	98	98	98	547	557	553	5	4	5	14	12	12	80	84	83	1	0	1
African American	17	296	4290	94	99	99	579	566	560	6	4	4	12	7	9	82	87	86	NA	1	1
Hispanic	78	2371	31642	100	98	99	547	561	552	5	3	5	13	10	11	82	87	84	NA	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	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	69	1468	36929	97	98	99	560	582	579	4	1	2	12	5	5	83	92	91	1	2	2
Students with Disabilities	36	583	9069	97	92	92	525	517	508	11	10	11	36	28	30	50	61	58	3	1	1
Students without Disabilities	138	3876	70588	99	99	100	559	576	573	4	1	2	6	5	5	91	93	91	NA	1	1
Limited English Proficient Students	32	594	9521	91	96	96	504	518	507	16	9	13	31	23	24	53	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	78	2116	35341	98	97	97	542	560	551	6	3	5	18	12	12	76	86	83	NA	0	0
Non-Economically Disadvantaged	96	2343	44316	99	99	100	564	577	578	4	2	2	7	5	5	88	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	201	4533	78400	99	96	97	546	545	554	29	26	21	22	21	19	39	44	47	10	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	2289	38686	99	97	98	543	544	554	27	24	20	26	22	20	41	45	49	7	8	12
Male	103	2240	39636	98	95	96	548	545	554	31	28	23	18	19	18	37	42	46	14	11	13
African American	17	339	4193	100	96	97	517	527	533	47	35	32	18	24	23	29	37	40	6	5	5
Hispanic	90	2362	30732	99	95	97	534	531	534	38	33	31	23	24	24	30	39	40	9	5	5
Asian/Pacific Islander	NC	117	1827	NC	98	99	NC	584	594	NC	9	8	NC	17	12	NC	46	49	NC	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	89	1534	37038	98	96	97	562	570	575	16	14	11	21	15	14	52	54	56	11	17	19
Students with Disabilities	31	520	7840	89	76	81	500	494	498	68	63	60	13	18	18	16	17	20	3	1	2
Students without Disabilities	170	4013	70560	100	99	99	552	551	560	22	21	17	24	21	19	43	47	50	12	10	14
Limited English Proficient Students	31	533	8956	100	93	95	505	498	502	65	62	56	16	20	25	16	17	18	3	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	83	2056	33014	99	94	95	535	531	534	35	33	31	22	24	24	37	39	40	6	4	5
Non-Economically Disadvantaged	118	2477	45386	98	97	99	553	556	569	25	21	15	22	18	15	40	47	52	14	14	18

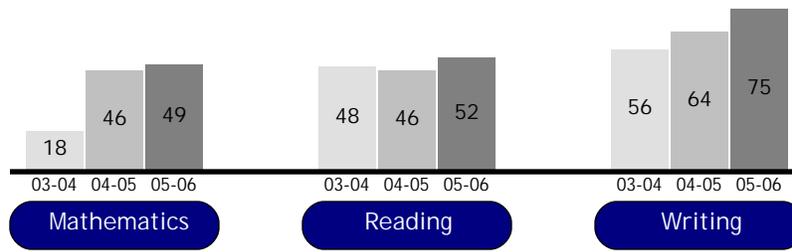
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	204	4640	79179	100	98	98	509	509	519	13	14	11	35	31	27	50	52	58	2	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	2327	38974	100	98	99	509	514	524	14	11	8	32	29	25	51	57	61	3	4	5
Male	105	2309	40124	100	98	97	510	504	513	12	16	13	37	33	28	49	48	54	2	3	4
African American	17	348	4243	100	98	98	493	499	506	18	20	14	35	31	32	47	45	51	NA	3	3
Hispanic	90	2414	30987	99	97	98	497	497	498	19	17	17	44	37	36	36	45	45	1	1	1
Asian/Pacific Islander	NC	118	1832	NC	99	99	NC	530	543	NC	4	4	NC	25	17	NC	62	69	NC	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	92	1574	37467	100	99	98	525	530	539	5	7	5	27	21	17	64	66	70	3	6	8
Students with Disabilities	34	626	8567	97	91	88	475	462	467	35	41	39	38	42	38	26	17	22	NA	0	1
Students without Disabilities	170	4014	70612	100	99	99	515	516	524	9	9	7	34	29	25	54	58	62	3	4	5
Limited English Proficient Students	31	546	9013	100	95	95	463	457	461	35	43	40	61	47	48	3	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	84	2108	33345	100	97	96	499	496	499	17	18	17	39	37	36	44	43	46	NA	2	1
Non-Economically Disadvantaged	120	2532	45834	100	99	99	517	520	533	11	10	7	32	25	19	53	60	67	4	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	204	4654	79734	100	98	99	551	555	554	5	3	3	19	18	19	75	79	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	2341	39243	100	99	99	561	568	568	5	2	2	12	11	12	82	87	85	1	0	1
Male	105	2309	40413	100	98	98	541	542	541	6	3	4	26	25	26	69	72	70	NA	0	0
African American	17	350	4285	100	99	99	532	544	548	6	6	3	35	19	22	59	75	74	NA	0	0
Hispanic	90	2433	31254	99	98	99	538	547	539	8	3	5	24	22	25	68	75	70	NA	0	0
Asian/Pacific Islander	NC	118	1837	NC	99	99	NC	580	579	NC	NA	1	NC	8	9	NC	91	87	NC	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	92	1568	37668	100	98	99	569	571	569	2	1	1	11	11	13	86	88	85	1	0	1
Students with Disabilities	34	627	8943	97	91	92	487	499	495	21	10	11	47	49	51	32	40	38	NA	1	1
Students without Disabilities	170	4027	70791	100	100	100	561	563	561	2	1	2	14	13	15	84	85	83	1	0	0
Limited English Proficient Students	31	551	9138	100	96	97	473	492	492	19	13	13	42	45	46	39	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	84	2117	33718	100	97	97	536	545	538	8	4	5	24	23	26	67	73	69	1	0	0
Non-Economically Disadvantaged	120	2537	46016	100	100	100	561	564	567	3	2	2	16	14	14	81	84	84	NA	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.

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?	N
	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
6	Reading	96	50	NA	56	90	42	44	51	90	43	46	56
	Language	98	40	38	48	90	38	41	47	95	35	41	50
	Mathematics	97	52	52	66	90	41	44	52	90	39	44	58
7	Reading	93	45	NA	54	96	43	44	50	85	43	44	54
	Language	93	40	48	58	96	45	48	52	92	46	50	58
	Mathematics	93	45	49	62	96	40	44	50	84	50	44	54
8	Reading	91	50	NA	55	93	43	46	51	97	52	50	58
	Language	92	45	41	52	93	43	47	50	97	48	50	56
	Mathematics	93	46	50	61	93	48	48	53	95	52	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Review school procedures and practices
- Ü Monitor aspects of school safety
- Ü Interpret policy, statute, regulation
- Ü Provide feedback/suggestion
- Ü Review budgets and expenditures
- Ü Review ASIP/301 Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.50
Other Professional Staff	6.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	3	3	0	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	104
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Art Studio
- Ü Library Media Center
- Ü Desert Habitat

Extracurricular Activities

- Ü Student Council
- Ü Journalism/Publications
- Ü Math Counts
- Ü After School Academic Tutoring
- Ü MESA Program
- Ü NJHS
- Ü Chorus
- Ü Athletics/Sports

Social Services

- Ü Health Services/On-site Nursing Staff
- Ü Counseling Services
- Ü School Resource Officer/LRE Services
- Ü African American Liaison
- Ü Community Representative
- Ü School Social Worker
- Ü School Psychologist
- Ü Clothing/Uniform Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Townsend School won fourth place in the Middle School Reading Contest; was represented at the Spanish spelling bee (Torneo) at the State level; and was recognized for significant gains in writing scores on district assessments.

- ü Honor Band & Orchestra received 'outstanding' performances rating at the state level competition in the middle school category. Orchestra received 'superior' rating at regional competition. Band teacher was recognized as Disney nominee.

- ü Townsend Special Olympics team won various awards, including gold and silver medals in Track and Field.

- ü Townsend was recognized as one of the outstanding 'Clean and Quick 46' schools. This award is issued to only the schools that exceed standards for cleanliness.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	89	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

Townsend has the following elements in place to secure a safe campus:

1. Adults on staff are highly visible on campus
2. Preparedness response plans are well established, communicated, and practiced on a regular basis
3. SRO, Counseling staff, office personnel, Health Office staff, campus monitors, and administration function as an intervention team
4. Campus is physically secure, monitored, and well maintained

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) :

24

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	Barbara Kohl	(520) 232-7904
Transportation Policy	Keith Johnson	(520) 232-7905
Community Resources	Carolyn Mosconi	(520) 232-7922
School Nutrition Programs	Carol Anderson	(520) 232-7923
Parent Organization	Adam Bliven	(520) 232-7900
Student Health/Nurse	Monica Ibarra	(520) 232-7917

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 500 Copies = \$194.00

** 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.