



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3233 S. Pinal Vista, Tucson, AZ 85713

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Highly Performing

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

School Overview

Principal/Administrator : Ms. Deborah Summers
Schedule : 07:30 AM to 05:00 PM
Grades : 6-8
Web Address : tusd.k12.az.us/utterback
Phone Number : (520) 225-3500
Fax Number : (520) 225-3501
E-mail : debbie.summers@tusd1.org

Mission

By setting high academic standards, celebrating diversity, & fostering creativity through visual & performing arts, the Utterback 'family', will provide knowledge, opportunities, and tools for ALL students to become contributing members of society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not 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 Instruction is appropriate and engaging to middle school students. Teachers use a variety of teaching strategies, as documented by their lesson plans, evaluators and student evaluations.
- ü All students will master basic concepts and skills. Student growth and achievement will be documented through the use of portfolios, self-assessment, assessment of state and district standards, and standardized tests.

Enrollment

October 1, 2005 School Year Student Enrollment : 1008
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

- Ü On-Site Special Education--Res, Aut., S.C
- Ü GATE (Gifted) Classes
- Ü MMR/MoMR Classes
- Ü Fine Arts
- Ü Sixth Grade Teams

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Utterback is responsible for providing a safe learning environment; providing students with opportunities growth; to inform parents of their child's academic and social progress; to offer opportunities for parents to become as involved as they wish.

Parents

Parents support learning by: seeing that homework is completed; participating in parent/teacher conferences; consulting with school personnel regarding issues or concerns; participating in school activities and projects; by being a lifelong learner.

Transportation Policy

The TUSD Transportation Policy is delineated in Section D of the TUSD Guidelines for Student Rights and Responsibilities.

School Honors

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

Award/Honor	Year
Ü State Science Olympiad - 3rd Place	2003
Ü Superior Rating NAU Orchestra Festival	2003
Ü Over 10 Students in TUSD Middle School Honor Band	2004
Ü Over 10 Students in TUSD Honors Orchestra	2004

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	281	4286	79327	95	94	98	482	500	518	32	28	19	35	24	20	33	39	46	1	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	134	2076	38961	98	95	98	484	501	520	25	25	16	40	26	20	34	40	48	1	9	16
Male	147	2208	40295	93	94	97	479	499	516	38	31	21	30	22	19	31	38	44	1	10	16
African American	26	300	4247	100	95	98	475	484	499	35	38	27	35	25	24	31	34	41	NA	4	8
Hispanic	165	2354	32327	95	93	98	472	488	499	37	34	27	41	27	25	22	35	41	NA	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	79	1331	36373	93	95	98	504	524	538	19	15	10	23	19	14	56	48	52	3	19	25
Students with Disabilities	33	539	9321	79	79	87	434	457	467	73	61	54	24	22	22	3	15	21	NA	1	3
Students without Disabilities	248	3747	70006	98	97	100	487	505	524	27	23	14	36	24	19	37	42	49	1	11	18
Limited English Proficient Students	30	483	9431	91	88	95	434	454	466	83	66	53	17	23	27	NA	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	158	2195	37097	95	94	97	472	487	498	39	35	27	35	26	25	25	34	41	1	5	7
Non-Economically Disadvantaged	123	2091	42230	95	95	99	493	512	535	23	20	11	34	22	15	42	44	50	1	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	280	4423	79501	95	97	98	483	485	497	15	15	10	32	31	25	51	52	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	134	2144	39062	98	98	99	488	490	502	12	11	8	33	30	23	53	56	64	2	3	5
Male	146	2277	40368	92	97	98	478	480	491	18	18	13	31	31	27	50	49	57	1	2	3
African American	25	309	4279	96	97	99	489	475	485	16	20	14	20	32	30	64	47	54	NA	1	2
Hispanic	165	2452	32389	95	97	98	472	474	478	17	19	16	41	36	34	42	45	48	NA	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	79	1360	36446	93	97	99	505	506	516	9	7	4	18	21	15	68	68	73	5	5	7
Students with Disabilities	33	601	9411	79	88	88	430	443	453	52	41	36	30	40	36	18	19	26	NA	1	1
Students without Disabilities	247	3822	70090	98	99	100	489	491	502	11	11	7	32	29	24	56	58	65	2	3	5
Limited English Proficient Students	30	513	9401	91	94	94	427	434	443	63	51	40	37	39	46	NA	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	157	2266	37183	95	97	97	471	473	479	20	19	16	38	36	34	42	44	49	NA	1	1
Non-Economically Disadvantaged	123	2157	42318	95	98	99	499	497	513	10	10	5	24	25	17	63	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	97	98	99	558	560	564	2	3	3	12	11	11	81	80	75	5	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	137	2164	39288	100	99	99	571	574	579	2	2	2	4	6	6	88	83	77	7	9	16
Male	149	2297	40644	94	98	98	547	546	549	2	4	4	19	16	15	76	77	74	3	3	7
African American	26	315	4307	100	99	99	550	539	551	4	8	4	15	13	13	73	74	75	8	4	7
Hispanic	169	2475	32672	98	98	99	555	553	548	3	3	4	10	13	14	82	81	76	5	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	80	1370	36602	94	98	99	570	575	579	NA	2	2	11	7	7	85	80	75	4	11	16
Students with Disabilities	34	640	9919	81	93	93	500	504	505	3	10	9	44	34	35	53	55	54	NA	1	2
Students without Disabilities	252	3824	70081	100	99	100	565	568	571	2	2	2	7	7	7	85	84	79	6	7	12
Limited English Proficient Students	31	524	9571	94	96	96	492	498	502	6	11	10	45	31	29	48	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	160	2296	37534	96	98	98	547	548	547	4	4	4	12	14	15	81	78	76	4	4	5
Non-Economically Disadvantaged	126	2168	42466	98	98	100	573	572	578	NA	2	2	11	8	7	83	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	311	4399	78546	93	97	97	518	528	543	23	22	15	24	21	18	49	48	52	4	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	2183	38645	95	97	98	523	531	545	21	20	13	23	20	18	51	51	54	5	9	15
Male	124	2209	39792	89	96	97	510	526	542	27	25	17	25	22	17	47	44	50	2	9	15
African American	24	289	4205	92	97	97	515	518	524	17	26	22	38	24	22	46	45	49	NA	4	7
Hispanic	168	2347	31177	92	97	97	501	516	524	33	27	22	27	24	23	39	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	109	1448	36450	93	97	97	542	550	563	12	13	7	17	16	12	62	54	57	9	18	23
Students with Disabilities	23	530	8093	55	84	82	478	480	489	48	58	50	22	24	24	30	18	23	NA	1	2
Students without Disabilities	288	3869	70453	98	99	100	521	534	549	22	17	11	24	21	17	51	52	56	4	10	16
Limited English Proficient Students	46	584	9323	87	95	94	479	483	491	59	56	47	22	25	28	20	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	153	2090	34694	91	96	96	508	516	524	28	28	23	29	25	23	42	43	48	1	5	7
Non-Economically Disadvantaged	158	2309	43852	94	98	99	527	539	559	19	17	10	19	17	13	56	52	56	6	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	331	4467	79045	99	98	98	498	501	512	16	14	10	28	31	25	52	51	58	4	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	194	2206	38860	99	98	98	508	509	519	12	9	7	23	28	22	60	57	62	6	6	8
Male	137	2254	40075	98	98	97	484	493	505	23	18	12	35	34	28	41	45	54	1	4	6
African American	27	295	4250	100	99	98	495	494	500	15	16	12	33	33	31	52	50	54	NA	1	3
Hispanic	180	2386	31314	99	98	98	480	488	493	23	18	16	33	36	34	44	45	48	NA	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	113	1467	36730	97	98	98	524	521	532	8	7	4	18	22	16	64	60	68	11	11	12
Students with Disabilities	41	588	8552	98	93	87	451	455	463	46	43	35	32	37	40	22	19	23	NA	1	1
Students without Disabilities	290	3879	70493	99	99	100	503	507	517	12	9	7	27	30	24	56	56	62	4	5	8
Limited English Proficient Students	53	602	9355	100	98	95	455	450	456	43	44	37	38	44	48	19	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	164	2126	34922	98	98	96	489	489	493	18	17	15	32	36	34	49	44	48	1	3	3
Non-Economically Disadvantaged	167	2341	44123	99	99	99	506	511	527	15	10	6	23	26	18	54	57	66	7	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	333	4459	79657	99	98	99	570	569	566	3	2	3	8	8	8	88	89	87	0	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	194	2207	39120	99	98	99	582	582	580	3	1	2	3	4	4	94	93	92	1	1	2
Male	139	2245	40423	99	98	98	554	557	553	4	4	5	15	12	12	81	84	83	NA	0	1
African American	27	296	4290	100	99	99	556	566	560	7	4	4	11	7	9	81	87	86	NA	1	1
Hispanic	180	2371	31642	99	98	99	562	561	552	4	3	5	9	10	11	86	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	115	1468	36929	98	98	99	585	582	579	1	1	2	5	5	5	93	92	91	1	2	2
Students with Disabilities	40	583	9069	95	92	92	495	517	508	18	10	11	33	28	30	50	61	58	NA	1	1
Students without Disabilities	293	3876	70588	100	99	100	579	576	573	1	1	2	5	5	5	94	93	91	0	1	1
Limited English Proficient Students	52	594	9521	98	96	96	518	518	507	12	9	13	21	23	24	67	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	164	2116	35341	98	97	97	564	560	551	3	3	5	11	12	12	86	86	83	NA	0	0
Non-Economically Disadvantaged	169	2343	44316	100	99	100	576	577	578	4	2	2	5	5	5	91	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	333	4533	78400	90	96	97	538	545	554	29	26	21	20	21	19	45	44	47	6	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	186	2289	38686	93	97	98	536	544	554	31	24	20	20	22	20	44	45	49	4	8	12
Male	146	2240	39636	86	95	96	542	545	554	27	28	23	18	19	18	47	42	46	8	11	13
African American	29	339	4193	97	96	97	533	527	533	28	35	32	28	24	23	45	37	40	NA	5	5
Hispanic	167	2362	30732	87	95	97	520	531	534	43	33	31	17	24	24	38	39	40	2	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	124	1534	37038	93	96	97	565	570	575	12	14	11	19	15	14	56	54	56	14	17	19
Students with Disabilities	18	520	7840	36	76	81	499	494	498	50	63	60	28	18	18	22	17	20	NA	1	2
Students without Disabilities	315	4013	70560	99	99	99	540	551	560	28	21	17	19	21	19	46	47	50	6	10	14
Limited English Proficient Students	43	533	8956	83	93	95	485	498	502	74	62	56	19	20	25	7	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	150	2056	33014	86	94	95	525	531	534	38	33	31	20	24	24	40	39	40	2	4	5
Non-Economically Disadvantaged	183	2477	45386	94	97	99	548	556	569	22	21	15	19	18	15	49	47	52	9	14	18

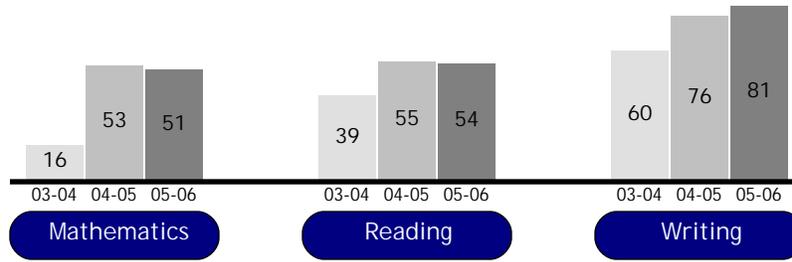
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	361	4640	79179	98	98	98	509	509	519	14	14	11	31	31	27	50	52	58	4	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	199	2327	38974	100	98	99	513	514	524	13	11	8	29	29	25	52	57	61	6	4	5
Male	161	2309	40124	95	98	97	504	504	513	16	16	13	34	33	28	48	48	54	2	3	4
African American	30	348	4243	100	98	98	502	499	506	17	20	14	37	31	32	43	45	51	3	3	3
Hispanic	185	2414	30987	97	97	98	489	497	498	21	17	17	41	37	36	37	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	131	1574	37467	98	99	98	539	530	539	5	7	5	13	21	17	73	66	70	9	6	8
Students with Disabilities	45	626	8567	90	91	88	457	462	467	47	41	39	33	42	38	18	17	22	2	0	1
Students without Disabilities	316	4014	70612	99	99	99	515	516	524	10	9	7	31	29	25	55	58	62	4	4	5
Limited English Proficient Students	50	546	9013	96	95	95	452	457	461	42	43	40	52	47	48	6	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	168	2108	33345	96	97	96	493	496	499	17	18	17	42	37	36	39	43	46	1	2	1
Non-Economically Disadvantaged	193	2532	45834	99	99	99	522	520	533	12	10	7	22	25	19	60	60	67	6	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	361	4654	79734	98	98	99	561	555	554	2	3	3	18	18	19	80	79	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	2341	39243	99	99	99	576	568	568	1	2	2	10	11	12	88	87	85	2	0	1
Male	163	2309	40413	96	98	98	543	542	541	3	3	4	27	25	26	70	72	70	NA	0	0
African American	30	350	4285	100	99	99	573	544	548	NA	6	3	10	19	22	90	75	74	NA	0	0
Hispanic	186	2433	31254	97	98	99	547	547	539	3	3	5	22	22	25	75	75	70	1	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	130	1568	37668	97	98	99	579	571	569	1	1	1	12	11	13	87	88	85	1	0	1
Students with Disabilities	43	627	8943	86	91	92	494	499	495	7	10	11	51	49	51	40	40	38	2	1	1
Students without Disabilities	318	4027	70791	100	100	100	569	563	561	1	1	2	13	13	15	85	85	83	1	0	0
Limited English Proficient Students	50	551	9138	96	96	97	498	492	492	8	13	13	46	45	46	46	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	167	2117	33718	95	97	97	550	545	538	3	4	5	20	23	26	76	73	69	1	0	0
Non-Economically Disadvantaged	194	2537	46016	100	100	100	570	564	567	1	2	2	16	14	14	82	84	84	1	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	98	52	NA	56	97	39	44	51	95	46	46	56
	Language	98	40	38	48	97	37	41	47	95	35	41	50
	Mathematics	98	46	52	66	97	38	44	52	95	35	44	58
7	Reading	95	47	NA	54	98	42	44	50	99	41	44	54
	Language	95	47	48	58	98	47	48	52	99	48	50	58
	Mathematics	96	49	49	62	98	43	44	50	93	37	44	54
8	Reading	98	48	NA	55	97	45	46	51	99	50	50	58
	Language	98	37	41	52	97	46	47	50	99	50	50	56
	Mathematics	98	44	50	61	97	48	48	53	92	46	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)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum & Instruction Goals
- ü Student Learning & Achievement
- ü School Safety Issues
- ü Student Discipline
- ü Staff Issues & Concerns
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	54.00
Other Professional Staff	7.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	0	4	0	0
7 to 9 years	5	6	0	0
10 or more years	14	14	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	201
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Three Music Rooms/One Media Room
- ü Two Dance Rooms
- ü 400 Seat Auditorium

Extracurricular Activities

- ü Science Olympiad
- ü Boys/Girls Volleyball, Basketball
- ü Boys/Girls Soccer
- ü Boys/Girls Track & Field

Social Services

- ü Free/Reduced Lunch
- ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Utterback bands are rated with the highest award at several band festivals throughout the year. The honor and jazz bands have been selected to perform at Disneyland in past years.

- ü Several Utterback students were selected for the TUSD Honor Orchestra in 2006. The orchestras are rated with the highest award at several orchestra festivals throughout the year.

- ü Athletic teams are consistently finishing in the top 5 in the city. Have won the city track meet the past 2 years.

- ü Receptant of Federal Magnet Assistance Grant for school years 2004-2007. Has allowed us to expand our math offerings and increase the use of technology.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	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

Adults are a presence during passing, at lunch and other times when students are gathered or moving. There are no lockers & the campus is a closed one. Counselors regularly conduct conflict management lessons in classrooms and facilitate support groups.

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) :

5

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	Jerri Blackman	(520) 225-3500
Transportation Policy	Office	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6401
School Nutrition Programs	Pam Palmo	(520) 225-4700
Parent Organization	Twila Busby	(520) 225-3500
Student Health/Nurse	Kate Havens	(520) 225-3500

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.

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

Total cost of printing: 16 Pages X .0243 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.