

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1695 N. Country Club, Tucson, AZ 85716

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)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Ms. Bobbe Woods
 Schedule : 7:30 AM to 4:30 PM
 Grades : K-5
 2004 Enrollment : 590
 Web Address : blenmantech.tusd.k12.az.us
 Phone Number : (520) 232-6500
 Fax Number : (520) 232-6501
 E-mail : bobbe.woods@tusd.k12.az.us

Mission

To provide educational programs to meet the identified needs of all students in a learning environment that stimulates academic achievement and intellectual curiosity.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü Students will improve scores on AIMS, CCS and Stanford 9. Teachers and students will plan for effective instruction. Students will display one years growth in learning on these tests.
- ü Blenman School belongs to the students, staff and community. With the community Blenman students are designing a walking path through the neighborhood. Through a grant from National Geographics fourth grade students will design and build markers.

Enrollment

October 1, 2003 School Year Student Enrollment : 567
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 75

Instructional Programs

- ü Structured English Immersion Classes
- ü Success For All Reading Program
- ü Gifted
- ü OMA Music Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 28 minutes
First Day of School :	8/16/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Providing an environment where all children can reach their potential in developing academic and social skills takes precedence over all other activities. We have high expectations for all children while accepting each child as an individual.

Parents

The parent will be responsible for a safe and secure home setting, providing the children with nourishment, proper clothing, school attendance, and will participate with the school.

Transportation Policy

Blenman follows the TUSD transportation policy (available for review).

School Honors

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

Award/Honor	Year
ü National Geographic Society Grant	2003
ü 'Improving' School Department of Education	2003
ü Links Grants	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	4633	75509	99	98	100	511	513	521	17	16	13	27	26	23	28	32	33	28	26	31
All Students (Prior Year)	95	4898	75372	93	98	100	534	518	523	6	11	9	25	28	25	31	34	36	38	27	30
Female	42	2265	37013	98	98	100	514	514	522	15	16	12	27	26	24	33	33	33	24	26	31
Male	50	2362	38430	100	97	99	509	513	521	19	17	14	26	25	22	24	31	33	31	27	31
African American	NC	289	3660	NC	96	99	NC	494	496	NC	25	24	NC	32	31	NC	27	28	NC	16	18
Hispanic	41	2532	30486	100	98	99	508	508	505	14	17	18	34	29	29	31	31	32	21	22	21
Asian/Pacific Islander	NC	115	1780	NC	99	98	NC	539	549	NC	4	5	NC	21	13	NC	30	33	NC	45	50
American Indian/Alaskan Native	--	188	4075	--	97	100	--	472	486	--	37	28	--	35	34	--	21	26	--	7	12
White	41	1492	35192	100	97	99	520	527	534	17	11	8	17	19	19	31	35	35	36	35	39
Students with Disabilities	10	607	9708	100	98	100	484	475	489	40	41	32	20	28	27	20	19	24	20	12	17
Students without Disabilities	82	4026	65801	96	98	98	513	518	525	16	13	11	27	25	23	29	33	34	29	28	33
Limited English Proficient Students	14	849	16928	100	100	100	NA	462	485	NA	53	29	NA	29	33	NA	6	26	NA	12	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	70	3111	36411				499	500	503	24	22	19	28	29	29	30	30	32	19	19	20
Non-Economically Disadvantaged	22	1522	39040				541	535	534	0	7	8	24	20	19	24	35	34	52	38	39

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	90	4638	75492	97	98	100	512	514	519	22	16	12	19	19	16	32	44	47	27	21	24
All Students (Prior Year)	94	4870	75221	92	98	100	526	517	523	9	11	8	9	19	16	58	53	56	24	17	21
Female	41	2275	37014	95	98	100	525	517	523	9	13	10	21	18	15	30	45	48	39	24	27
Male	49	2355	38400	98	97	99	502	510	516	32	19	14	17	19	17	34	44	47	17	18	21
African American	NC	291	3665	NC	97	99	NC	500	505	NC	28	20	NC	23	22	NC	39	43	NC	11	14
Hispanic	39	2531	30438	95	98	99	502	509	508	25	17	17	25	21	21	39	45	47	11	16	15
Asian/Pacific Islander	NC	115	1773	NC	99	98	NC	533	534	NC	3	4	NC	19	10	NC	46	50	NC	32	36
American Indian/Alaskan Native	--	186	4081	--	96	100	--	492	498	--	31	25	--	28	26	--	33	40	--	8	8
White	41	1493	35177	100	97	99	526	524	528	17	11	8	11	14	13	31	45	49	42	29	31
Students with Disabilities	10	616	9707	100	99	100	476	484	495	60	43	33	20	22	21	0	26	33	20	9	13
Students without Disabilities	80	4022	65785	94	98	98	515	517	522	19	13	10	19	18	16	35	46	49	28	22	26
Limited English Proficient Students	13	847	16905	100	100	100	NA	462	489	NA	59	34	NA	29	28	NA	12	32	NA	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	68	3109	36302				504	504	507	30	21	18	17	22	21	32	42	46	21	14	14
Non-Economically Disadvantaged	22	1529	39164				532	528	528	0	8	8	24	14	13	33	47	48	43	32	31

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	91	4606	75053	98	97	99	591	612	597	7	6	7	18	11	12	66	73	72	9	11	9
All Students (Prior Year)	89	4735	73654	87	95	99	534	527	530	13	12	9	4	14	13	69	66	70	14	8	7
Female	42	2263	36872	98	98	99	615	637	621	6	4	5	15	8	9	61	74	74	18	14	12
Male	49	2334	38109	98	96	99	571	587	573	7	7	10	20	14	14	71	71	69	2	8	6
African American	NC	289	3636	NC	96	99	NC	585	568	NC	9	12	NC	15	16	NC	69	67	NC	7	6
Hispanic	40	2514	30235	98	97	98	585	607	575	4	5	9	14	11	14	82	74	70	0	10	6
Asian/Pacific Islander	NC	115	1768	NC	99	98	NC	669	651	NC	3	3	NC	2	5	NC	71	72	NC	24	19
American Indian/Alaskan Native	--	187	4044	--	96	99	--	568	550	--	11	13	--	15	17	--	71	66	--	3	4
White	41	1481	35028	100	96	99	613	625	613	6	4	6	17	10	10	64	72	73	14	13	11
Students with Disabilities	10	606	9625	100	98	100	532	518	530	40	20	21	20	25	21	20	52	55	20	2	4
Students without Disabilities	81	4000	65428	95	97	98	595	623	604	4	4	6	17	9	11	70	75	73	9	12	10
Limited English Proficient Students	14	844	16765	100	100	100	NA	494	525	NA	33	17	NA	17	20	NA	50	60	NA	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	69	3085	36077				564	592	566	8	7	10	21	13	16	68	72	69	4	8	5
Non-Economically Disadvantaged	22	1521	38950				657	643	618	5	3	5	10	8	9	62	74	73	24	16	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	4819	76019	100	98	100	528	490	499	7	19	14	24	40	39	16	13	14	53	28	33
All Students (Prior Year)	86	5081	76230	97	98	100	532	494	498	3	15	12	21	40	38	11	10	12	64	35	37
Female	31	2344	37207	100	98	100	529	493	499	10	16	12	17	41	41	10	13	14	62	30	33
Male	50	2468	38677	100	97	100	527	487	498	4	23	15	28	38	38	20	12	13	48	27	34
African American	NC	321	3817	NC	97	100	NC	473	475	NC	28	23	NC	44	47	NC	12	11	NC	17	18
Hispanic	29	2455	29458	100	97	100	514	477	480	8	24	20	28	45	48	20	12	12	44	19	20
Asian/Pacific Islander	NC	118	1673	NC	94	99	NC	519	531	NC	4	4	NC	38	29	NC	12	14	NC	46	53
American Indian/Alaskan Native	NC	219	4735	NC	97	100	NC	461	466	NC	34	28	NC	43	49	NC	10	10	NC	13	13
White	39	1687	35880	100	99	100	542	513	515	5	10	7	18	32	32	13	14	16	63	44	45
Students with Disabilities	NC	660	9786	NC	100	100	NC	443	457	NC	50	39	NC	37	40	NC	5	7	NC	8	13
Students without Disabilities	76	4159	66233	100	97	99	531	496	503	6	15	11	23	40	39	17	14	14	55	31	35
Limited English Proficient Students	NC	850	15206	NC	100	100	NC	449	459	NC	43	31	NC	46	53	NC	4	7	NC	7	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	56	3133	35714				514	474	480	8	26	20	32	45	47	16	11	12	44	18	20
Non-Economically Disadvantaged	25	1686	40266				554	517	513	4	8	9	8	31	33	16	15	15	72	46	43

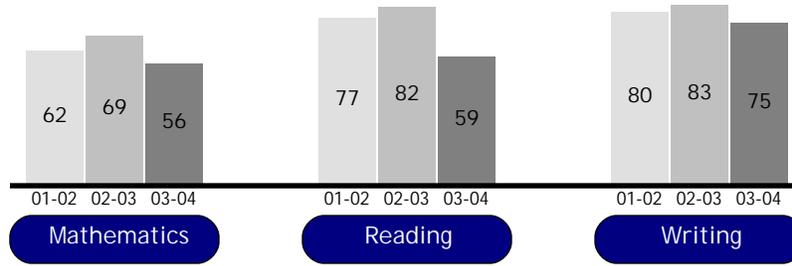
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	4829	76020	100	98	100	511	498	503	15	33	25	26	24	23	45	34	40	14	9	12
All Students (Prior Year)	85	5082	76202	96	98	100	517	503	505	10	22	19	23	26	24	41	41	46	26	11	11
Female	31	2348	37213	100	99	100	505	501	504	14	28	22	28	24	23	48	38	42	10	11	13
Male	50	2474	38666	100	98	100	515	495	501	16	38	29	25	23	22	43	31	38	16	8	12
African American	NC	319	3819	NC	97	100	NC	492	494	NC	41	37	NC	22	26	NC	31	31	NC	6	6
Hispanic	29	2460	29442	100	97	99	507	492	494	13	41	37	43	25	26	30	29	31	13	5	6
Asian/Pacific Islander	NC	118	1672	NC	94	99	NC	505	513	NC	18	12	NC	22	19	NC	45	49	NC	15	20
American Indian/Alaskan Native	NC	218	4735	NC	97	100	NC	489	489	NC	49	48	NC	25	25	NC	24	24	NC	2	3
White	39	1695	35890	100	99	100	516	507	511	16	21	15	16	21	20	50	43	48	18	15	18
Students with Disabilities	NC	660	9784	NC	100	100	NC	478	485	NC	70	58	NC	16	19	NC	11	19	NC	2	4
Students without Disabilities	76	4169	66236	100	97	99	509	501	504	14	28	23	27	24	23	46	37	42	13	10	13
Limited English Proficient Students	NC	854	15198	NC	100	100	NC	479	483	NC	69	59	NC	19	25	NC	11	14	NC	1	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	56	3137	35703				506	491	494	19	42	37	38	26	26	38	27	31	6	5	6
Non-Economically Disadvantaged	25	1692	40274				520	509	509	8	18	17	4	20	20	60	46	47	28	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4790	75673	99	97	100	546	526	530	4	12	12	22	27	25	71	57	58	3	3	4
All Students (Prior Year)	84	4947	74692	94	96	99	531	499	502	7	20	18	18	28	27	60	44	47	15	8	8
Female	31	2331	37099	100	98	100	553	546	548	0	7	8	28	23	22	69	65	64	3	5	6
Male	49	2452	38441	98	97	99	542	506	513	7	17	16	19	31	29	72	50	52	2	2	3
African American	NC	318	3791	NC	96	99	NC	515	506	NC	15	18	NC	31	29	NC	51	50	NC	3	3
Hispanic	29	2443	29305	100	97	99	515	512	507	4	13	16	35	31	31	61	53	51	0	2	2
Asian/Pacific Islander	NC	118	1665	NC	94	99	NC	563	573	NC	5	6	NC	11	16	NC	77	67	NC	6	10
American Indian/Alaskan Native	NC	218	4707	NC	97	100	NC	499	492	NC	18	19	NC	36	33	NC	46	46	NC	1	1
White	38	1675	35760	100	98	99	581	548	550	3	9	9	8	21	21	84	65	64	5	5	6
Students with Disabilities	NC	651	9706	NC	100	100	NC	457	462	NC	36	36	NC	37	32	NC	27	31	NC	0	1
Students without Disabilities	75	4139	65967	99	97	99	550	535	536	3	9	10	21	26	25	73	61	60	3	4	5
Limited English Proficient Students	NC	849	15115	NC	100	100	NC	462	471	NC	28	26	NC	40	38	NC	32	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	56	3110	35541				535	508	504	4	15	17	29	31	31	63	51	50	4	2	2
Non-Economically Disadvantaged	24	1680	40091				569	557	550	4	6	9	8	20	21	88	68	64	0	6	6

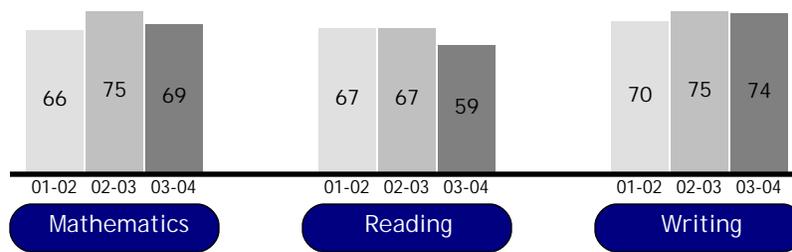
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	32	33	44	79	40	42	50	97	47	NA	58
	Language	96	30	33	39	87	34	39	43	98	36	45	50
	Mathematics	96	43	40	52	86	44	49	57	100	51	56	64
3	Reading	92	45	36	43	90	55	41	47	98	54	NA	55
	Language	92	54	43	50	93	59	48	54	98	57	56	61
	Mathematics	92	43	39	50	89	56	46	54	98	60	53	61
4	Reading	100	47	41	47	83	59	47	52	100	55	NA	56
	Language	100	41	39	45	88	53	44	48	100	53	45	52
	Mathematics	100	54	41	52	89	67	49	57	100	59	50	61
5	Reading	98	46	41	46	83	61	45	50	98	62	NA	55
	Language	98	46	38	43	86	54	41	46	98	56	41	49
	Mathematics	98	60	43	54	85	77	49	57	98	78	53	63

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)
- 1 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Multicultural Diversity Issues
- Ü Achievement Issues
- Ü Community Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	26.00
Other Professional Staff	10.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	1
4 to 6 years	5	0	0	0
7 to 9 years	2	5	0	0
10 or more years	7	11	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	67
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library with technology room

Extracurricular Activities

- Ü Afterschool Sports
- Ü Student Council
- Ü Music/Art Club
- Ü Chess Club

Social Services

- Ü Links Grant
- Ü Counseling Services
- Ü Our Town
- Ü OASIS/SHINE Tutoring

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Quarterly award assemblies honor good citizens and students who have shown improvement in a specific area. Letters are sent home for outstanding achievement monthly writing contest winners have lunch with Principal.
- ü Blenman School Spirit Night honors our community and volunteers. Special honors to SHINE volunteers.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	6	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	79	76
Grades 3-4	67	75
Grades 4-5	68	87

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School wide program teaches all students respect and honor. All students and staff are accountable. Love and Logic, a discipline program, was presented to faculty and parents. Fire Department teaches safety awareness at home and riding bicycle.

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

7

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.

Contacts

	Name	Phone Number
School Site Council	Jessica Minnich	(520) 232-6500
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Bobbe Woods	(520) 232-6500
School Nutrition Programs	Pamela Palmo	(520) 225-4700
Parent Organization	Francesca McBrid	(520) 232-6500
Student Health/Nurse	Judy Knapp	(520) 232-6500

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

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

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

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