

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Ms. Bobbe Woods  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 605  
 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

Blenman School is dedicated to a well-rounded academic program to ensure the intellectual, physical, social, and emotional needs of all children in order to achieve their highest potential.

### School / Academic Goals

- ü Students will improve scores on AIMS, CCSA and Stanford 9. Teachers and students will plan for effective instruction. Students will display one years growth in learning on these tests.
- ü To have attendance 95%
- ü To incorporate technology to increase student achievement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 616  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 97

Instructional Programs

- ü Structured English Immersion Classes
- ü Success For All Reading Program
- ü Gifted
- ü OMA Music Program
- ü Study Island
- ü Operation Get Smart
- ü Achieve IT

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 28 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

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. Each Staff member will teach our students to read and do math at or above grade level.

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. Parents will be responsible to participate in Operation Get Smart and to read with their child or sign after student reads independently 20 minutes a day.

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	2004
ü Comprehensive Health Education Grant	2005
ü Rodel Scholar	2004

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	88	4755	79306	100	99	99	437	436	445	16	15	10	21	21	18	51	49	51	12	15	20
All Students (Prior Year)	92	4633	75509	99	98	100	511	513	521	17	16	13	27	26	23	28	32	33	28	26	31
Female	35	2272	38691	100	100	99	438	438	446	11	13	10	25	20	18	57	51	52	7	15	20
Male	53	2483	40583	100	99	99	436	433	445	19	16	11	19	22	18	47	46	50	15	16	21
African American	11	317	4041	100	98	99	407	417	426	40	22	17	30	22	23	20	47	50	10	9	10
Hispanic	34	2608	32869	97	99	99	438	426	429	7	17	15	36	25	25	46	48	51	11	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	33	1484	36197	100	100	99	447	457	463	13	8	5	7	14	11	63	52	53	17	26	31
Students with Disabilities	12	602	10321	100	100	100	396	374	389	44	36	30	33	29	27	22	31	34	0	5	9
Students without Disabilities	76	4154	69060	99	99	98	442	445	454	12	12	7	20	20	17	55	51	54	14	17	22
Limited English Proficient Students	14	730	15509	100	100	100	425	400	406	13	23	20	44	30	30	31	41	45	13	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	58	2845	39415	95	97	96	426	428	431	21	18	15	27	25	25	46	48	50	6	9	10
Non-Economically Disadvantaged	30	1911	39966	100	100	100	457	447	459	7	10	6	11	16	12	59	50	52	22	24	30

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	88	4759	79395	100	0	99	436	436	446	19	13	9	20	28	25	57	50	55	4	8	11
All Students (Prior Year)	90	4638	75492	97	98	100	512	514	519	22	16	12	19	19	16	32	44	47	27	21	24
Female	35	2273	38743	100	0	100	441	444	451	18	10	7	14	25	24	64	55	57	4	10	12
Male	53	2486	40618	100	0	99	434	428	440	19	16	11	23	31	27	53	47	53	4	6	9
African American	11	319	4052	100	0	100	404	421	434	50	17	11	20	30	29	30	47	54	0	5	6
Hispanic	34	2612	32915	97	0	99	444	425	426	18	16	15	11	33	35	61	46	47	11	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	10	19
American Indian/Alaskan Native	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	33	1480	36221	100	0	99	440	459	465	7	7	4	33	20	15	60	58	63	0	15	17
Students with Disabilities	12	601	10331	100	0	100	391	371	388	56	35	25	11	34	37	33	28	34	0	3	4
Students without Disabilities	76	4159	69139	99	0	99	443	445	454	14	10	7	21	27	24	61	54	58	5	9	11
Limited English Proficient Students	14	734	15545	100	0	100	411	392	399	31	25	21	31	39	42	38	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	58	2855	39484	95	0	96	425	426	429	25	17	14	23	33	35	52	46	47	0	4	4
Non-Economically Disadvantaged	30	1905	39986	100	0	100	457	449	461	7	8	4	15	21	16	67	57	63	11	14	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	88	4735	78869	100	99	99	426	439	442	13	6	6	20	22	21	57	63	63	9	9	10
All Students (Prior Year)	91	4606	75053	98	97	99	591	612	597	7	6	7	18	11	12	66	73	72	9	11	9
Female	35	2264	38536	100	99	99	446	457	458	11	4	4	18	15	15	54	69	67	18	12	14
Male	53	2471	40302	100	99	99	413	423	428	15	9	8	21	28	26	60	58	60	4	6	7
African American	11	316	4015	100	98	99	355	422	430	30	8	8	30	19	24	30	67	61	10	6	7
Hispanic	34	2602	32606	97	99	98	431	432	426	14	7	8	21	24	27	50	62	60	14	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	19	22
American Indian/Alaskan Native	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	33	1470	36078	100	99	99	438	454	459	10	5	4	13	18	16	70	64	66	7	13	14
Students with Disabilities	12	597	10246	100	100	100	387	354	367	22	20	18	44	40	39	33	38	40	0	2	4
Students without Disabilities	76	4139	68697	99	98	98	431	451	454	12	4	4	17	19	18	61	67	67	11	10	11
Limited English Proficient Students	14	730	15339	100	100	100	354	398	399	38	11	11	25	30	31	31	55	54	6	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	58	2835	39106	95	97	95	416	430	427	17	8	8	23	25	28	52	62	59	8	5	5
Non-Economically Disadvantaged	30	1901	39837	100	100	100	442	452	457	7	4	4	15	16	14	67	65	67	11	14	15

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	98	4852	78906	99	100	99	522	488	498	3	17	13	14	22	19	48	46	48	35	15	20
All Students (Prior Year)	81	4819	76019	100	98	100	528	490	499	7	19	14	24	40	39	16	13	14	53	28	33
Female	49	2352	38644	100	100	99	519	491	500	0	15	12	13	23	19	59	48	49	28	15	19
Male	49	2500	40236	98	99	99	525	485	497	8	19	15	15	21	19	35	45	46	43	15	20
African American	NC	322	4087	NC	98	99	NC	473	481	NC	26	20	NC	27	24	NC	38	45	NC	9	11
Hispanic	45	2621	31938	94	99	99	514	477	481	3	21	19	18	26	25	55	44	46	24	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	36	42
American Indian/Alaskan Native	NC	218	4593	NC	99	100	NC	461	467	NC	30	26	NC	29	29	NC	38	39	NC	3	6
White	43	1574	36483	100	100	99	529	509	517	5	8	7	10	14	13	44	53	51	41	25	30
Students with Disabilities	NC	717	10664	NC	100	100	NC	421	430	NC	47	42	NC	24	27	NC	24	26	NC	4	5
Students without Disabilities	93	4135	68310	99	98	98	525	499	509	0	12	9	15	21	18	49	50	51	36	17	22
Limited English Proficient Students	NC	557	12573	NC	100	100	NC	449	454	NC	29	27	NC	28	30	NC	38	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	65	2872	38679	98	98	96	513	478	483	4	22	20	19	26	25	46	44	45	31	8	10
Non-Economically Disadvantaged	33	1980	40295	100	100	100	536	501	513	3	9	7	6	17	13	50	50	50	41	25	30

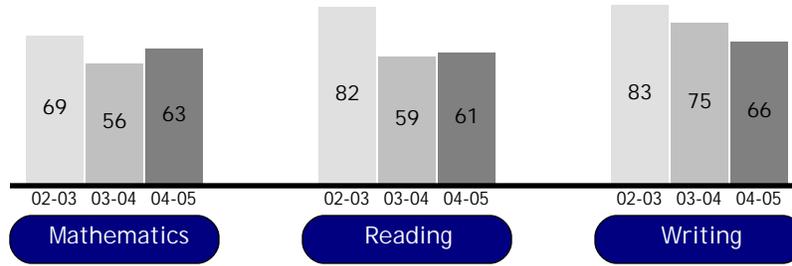
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	4853	78908	97	0	99	487	475	484	7	12	10	20	27	23	69	54	58	4	7	9
All Students (Prior Year)	81	4829	76020	100	98	100	511	498	503	15	33	25	26	24	23	45	34	40	14	9	12
Female	47	2351	38648	96	0	99	492	482	489	2	9	8	14	24	22	82	60	61	2	7	10
Male	49	2502	40233	98	0	99	481	469	479	13	15	12	28	30	25	55	49	55	5	6	8
African American	NC	322	4092	NC	0	99	NC	468	473	NC	13	12	NC	32	28	NC	52	54	NC	4	5
Hispanic	44	2622	31940	92	0	99	483	464	465	5	15	16	24	33	32	65	49	49	5	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	43	1576	36502	100	0	99	491	495	502	10	6	4	15	17	14	73	64	67	2	13	15
Students with Disabilities	NC	719	10665	NC	0	100	NC	413	423	NC	38	30	NC	35	36	NC	25	31	NC	2	2
Students without Disabilities	91	4134	68312	97	0	98	488	486	493	6	7	7	20	26	21	70	59	62	4	7	10
Limited English Proficient Students	NC	558	12556	NC	0	100	NC	436	436	NC	22	24	NC	41	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	63	2873	38662	95	0	96	479	467	468	12	16	16	27	33	32	56	47	49	6	3	3
Non-Economically Disadvantaged	33	1980	40315	100	0	100	499	486	498	0	6	5	9	20	15	91	63	66	0	11	14

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	98	4839	78750	99	99	99	517	499	500	3	6	6	29	28	29	65	64	63	2	2	2
All Students (Prior Year)	80	4790	75673	99	97	100	546	526	530	4	12	12	22	27	25	71	57	58	3	3	4
Female	49	2350	38586	100	100	99	536	515	515	0	4	4	17	20	22	80	72	71	2	3	3
Male	49	2489	40135	98	99	99	495	484	486	8	8	8	43	36	35	48	55	56	3	1	1
African American	NC	321	4081	NC	98	99	NC	488	488	NC	10	8	NC	30	32	NC	59	59	NC	1	2
Hispanic	45	2615	31841	94	99	99	512	489	483	0	7	8	32	32	36	68	60	55	0	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	6	7
American Indian/Alaskan Native	NC	217	4586	NC	99	100	NC	480	481	NC	7	8	NC	43	37	NC	49	54	NC	1	1
White	43	1569	36440	100	100	99	521	517	516	5	3	3	29	22	22	61	71	71	5	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	93	4129	68196	99	98	98	522	514	513	2	3	3	26	24	25	69	70	69	2	2	3
Limited English Proficient Students	NC	553	12504	NC	100	100	NC	453	451	NC	13	12	NC	39	44	NC	47	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	65	2862	38558	98	98	96	506	490	485	6	8	8	33	33	37	59	57	54	2	1	1
Non-Economically Disadvantaged	33	1977	40260	100	100	100	534	511	514	0	3	3	22	21	21	75	72	72	3	4	4

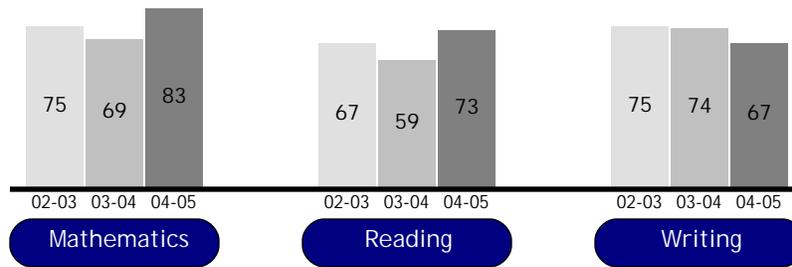
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	79	40	42	50	97	47	NA	58	100	44	43	47
	Language	87	34	39	43	98	36	45	50	100	47	42	47
	Mathematics	86	44	49	57	100	51	56	64	100	51	48	50
3	Reading	90	55	41	47	98	54	NA	55	100	38	41	44
	Language	93	59	48	54	98	57	56	61	100	38	40	44
	Mathematics	89	56	46	54	98	60	53	61	100	41	47	51
4	Reading	83	59	47	52	100	55	NA	56	100	45	43	48
	Language	88	53	44	48	100	53	45	52	100	47	44	49
	Mathematics	89	67	49	57	100	59	50	61	100	47	48	53
5	Reading	83	61	45	50	98	62	NA	55	97	52	46	50
	Language	86	54	41	46	98	56	41	49	97	53	46	50
	Mathematics	85	77	49	57	98	78	53	63	99	55	45	49

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/](http://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)
- 1 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	9.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	2	0	0
10 or more years	11	14	0	0

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Music Room
- Ü PE/ Multipurpose Room

Extracurricular Activities

- Ü Afterschool Sports
- Ü Student Council
- Ü Music/Art Club
- Ü Chess Club
- Ü Folklorico
- Ü Game Club
- Ü Chorus
- Ü Tutoring Club

Social Services

- Ü Links Grant
- Ü Counseling Services
- Ü Our Town
- Ü OASIS/SHINE Tutoring
- Ü Reading Seed Tutors
- Ü University-Project Shine

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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. School participates in writing the worlds longest letter.
  
- ü First place baseball and basketball teams.  
 Comprehensive Health Education Grant written by 3 teachers Mr. Waugaman, Mrs. France, and Mrs. Lee
  
- ü Rodel Teacher of the Year, McClair Brown Teaches 3rd Grad. Tim Daldrup named University of Arizona outstanding alumni educator.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	17	12	12	17
Transfers In Rate <sup>6</sup>	33	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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.

Second Step program taught by staff.

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

0

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	Jessica Minnich	(520) 232-6500
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Susan Boyd	(520) 225-6688
School Nutrition Programs	Pamela Palmo	(520) 225-4700
Parent Organization	Francesca McBride	(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](http://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](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

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

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

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

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

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

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