



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Ms. Bobbe Woods
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : edweb.tusd.k12.az.us/blenman
Phone Number : (520) 232-6500
Fax Number : (520) 232-6501
E-mail : bobbe.woods@tusd1.org

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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

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

Enrollment

October 1, 2005 School Year Student Enrollment : 585
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 89

Instructional Programs

- ü Structured English Immersion Classes
- ü Success For All Reading Program
- ü Gifted Inclusion
- ü OMA Music Program
- ü Technology
- ü Operation Get Smart
- ü Small Kinder Class 18 to 1
- ü Art Class

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 Rodel Finalists	2005
ü Education Enrichment Fund - Inside Our changing World	2006
ü Tobacco Free Grant	2006
ü Math Science Partnership Grant	2006

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	97	4704	80010	98	99	99	442	443	447	14	11	10	16	20	18	54	54	53	15	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2282	38935	97	99	99	445	444	447	9	9	9	21	20	19	56	57	55	15	14	17
Male	63	2422	40974	98	99	98	440	441	448	17	12	11	14	21	18	52	52	52	16	15	19
African American	12	311	4201	92	98	99	394	426	430	50	20	17	25	23	23	25	49	51	NA	8	9
Hispanic	40	2729	34545	100	99	99	434	435	432	10	12	14	25	24	24	58	54	53	8	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	38	1370	35142	97	99	99	460	462	465	8	6	5	5	12	11	66	57	56	21	26	28
Students with Disabilities	14	594	10161	88	94	93	423	415	419	29	30	28	21	27	28	50	37	36	NA	6	8
Students without Disabilities	83	4110	69849	100	100	100	445	446	451	12	8	7	16	19	17	54	57	56	18	16	19
Limited English Proficient Students	19	739	14013	100	98	97	403	410	413	37	27	24	37	35	34	21	35	39	5	3	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	47	2469	39029	96	99	98	435	435	432	9	12	14	28	24	25	55	54	52	9	9	9
Non-Economically Disadvantaged	50	2235	40981	100	99	100	448	451	462	20	9	6	6	16	13	52	54	54	22	20	27

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	97	4701	79438	98	99	98	447	446	451	14	10	9	22	27	24	54	55	56	10	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2284	38775	97	99	99	454	453	457	18	8	7	12	24	22	56	58	58	15	11	13
Male	63	2417	40560	98	99	97	442	440	446	13	13	12	27	29	25	52	52	54	8	6	9
African American	12	311	4178	92	98	98	410	436	439	42	16	13	17	30	29	42	50	52	NA	5	6
Hispanic	40	2723	34297	100	99	98	438	438	434	18	12	14	23	30	31	53	52	50	8	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	38	1369	34887	97	99	98	465	465	471	3	5	4	24	18	15	58	62	63	16	15	18
Students with Disabilities	14	585	9588	88	93	88	421	410	416	21	30	30	36	36	32	43	32	34	NA	3	5
Students without Disabilities	83	4116	69850	100	100	100	451	451	456	13	8	7	19	25	23	55	58	59	12	9	12
Limited English Proficient Students	19	734	13856	100	98	96	389	403	407	53	29	27	32	44	43	16	26	29	NA	0	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	47	2460	38685	96	98	97	436	437	435	17	12	14	23	30	32	57	53	50	2	4	5
Non-Economically Disadvantaged	50	2241	40753	100	99	99	457	456	467	12	8	5	20	23	16	50	57	62	18	13	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	98	4706	79971	99	99	99	408	420	423	8	7	8	53	43	41	39	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2287	38974	97	99	99	428	432	437	6	5	5	32	36	33	62	57	57	NA	2	4
Male	64	2419	40895	100	99	98	398	408	410	9	9	10	64	50	47	27	40	41	NA	1	2
African American	13	311	4203	100	98	99	369	407	411	23	12	11	54	45	45	23	42	43	NA	1	2
Hispanic	40	2724	34481	100	99	99	407	416	410	10	7	10	50	46	46	40	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	38	1373	35150	97	99	99	419	430	437	3	5	5	55	38	35	42	54	56	NA	3	5
Students with Disabilities	15	604	10258	94	96	94	363	373	377	20	22	23	67	55	51	13	23	25	NA	1	1
Students without Disabilities	83	4102	69713	100	99	100	416	426	429	6	5	5	51	41	39	43	52	52	NA	2	3
Limited English Proficient Students	19	741	13985	100	99	97	355	378	382	32	19	18	58	56	54	11	25	27	NA	0	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	48	2467	38994	98	99	98	404	414	409	10	8	10	50	47	47	40	45	41	NA	1	1
Non-Economically Disadvantaged	50	2239	40977	100	99	100	412	427	437	6	6	5	56	39	34	38	53	56	NA	2	5

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

4th 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	83	4554	80147	99	98	99	492	474	482	6	13	11	17	20	17	49	48	49	28	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2200	39281	100	98	99	493	475	483	6	11	9	14	22	17	51	48	50	29	19	24
Male	48	2352	40780	98	97	98	492	473	482	6	14	12	19	19	17	48	48	48	27	18	24
African American	16	314	4249	94	97	99	484	463	464	6	18	17	19	19	22	50	49	48	25	14	13
Hispanic	31	2529	33494	100	98	99	489	466	466	3	15	15	29	24	23	42	47	49	26	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	30	1383	36122	100	98	99	503	492	501	3	7	5	7	14	10	57	51	50	33	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	74	3965	69852	100	100	100	496	479	488	5	10	7	15	20	16	50	50	51	30	21	26
Limited English Proficient Students	11	669	12722	100	97	97	451	439	441	9	27	27	45	35	33	45	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	50	2431	38371	98	97	97	485	464	465	4	16	15	20	24	23	58	47	49	18	13	13
Non-Economically Disadvantaged	33	2123	41776	100	98	100	503	485	498	9	9	6	12	16	11	36	49	49	42	25	33

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	4563	79686	96	98	98	468	463	470	12	13	11	21	27	24	60	53	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2214	39163	100	99	99	477	468	475	9	10	9	17	25	22	63	57	60	11	8	10
Male	46	2347	40438	94	97	97	461	457	465	15	16	13	24	30	25	59	49	54	2	5	7
African American	16	318	4228	94	98	98	455	454	458	19	19	15	38	27	28	31	49	53	13	5	4
Hispanic	29	2525	33299	94	98	98	461	454	452	14	16	17	28	32	32	59	48	47	NA	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	30	1388	35914	100	99	98	480	482	489	7	6	5	10	19	15	73	63	67	10	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	74	3970	69878	100	100	100	472	468	475	9	9	8	22	27	23	62	57	61	7	7	9
Limited English Proficient Students	10	666	12594	91	97	96	NA	420	422	NA	34	34	NA	47	45	NA	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	49	2438	38095	96	98	97	463	452	452	10	17	17	24	32	32	65	48	48	NA	3	3
Non-Economically Disadvantaged	32	2125	41591	97	98	99	475	475	486	16	9	6	16	23	16	53	59	65	16	10	13

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	81	4592	80372	96	99	99	482	474	475	2	4	4	30	31	30	68	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2219	39452	100	99	99	485	485	488	3	3	3	26	22	22	71	72	72	NA	2	3
Male	46	2371	40836	94	98	98	480	463	464	2	5	6	33	38	37	65	56	56	NA	1	1
African American	16	319	4264	94	98	99	462	459	465	13	8	5	38	33	35	50	57	59	NA	2	1
Hispanic	29	2551	33608	94	99	99	485	469	462	NA	5	6	31	33	36	69	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	30	1388	36213	100	99	99	486	486	489	NA	2	2	27	26	22	73	69	72	NA	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	74	3964	69846	100	100	100	484	480	482	3	3	3	27	27	26	70	69	69	NA	2	2
Limited English Proficient Students	10	674	12747	91	98	97	NA	426	432	NA	14	12	NA	51	52	NA	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	49	2454	38521	96	98	98	473	463	461	4	6	6	31	35	38	65	59	55	NA	1	1
Non-Economically Disadvantaged	32	2138	41851	97	99	100	496	485	489	NA	2	3	28	26	22	72	69	72	NA	3	4

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	82	4552	79306	99	98	99	505	496	504	13	16	13	20	23	20	48	47	49	20	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2186	38845	100	98	99	502	496	505	8	14	11	21	24	20	58	49	50	13	14	18
Male	44	2365	40383	96	97	98	507	496	504	18	18	14	18	22	19	39	45	47	25	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	42	2530	32673	100	98	99	498	485	487	17	19	18	17	27	25	50	45	46	17	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	--	194	4034	--	100	97	--	469	479	--	31	22	--	27	29	--	41	43	--	2	7
White	28	1420	36234	93	97	99	526	517	523	7	8	6	21	16	13	39	51	52	32	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	74	3979	69020	100	100	100	512	501	510	9	12	9	18	22	18	51	50	52	22	16	21
Limited English Proficient Students	16	593	10291	100	96	96	473	456	458	31	41	38	19	32	34	44	26	26	6	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	50	2380	37437	96	98	97	506	484	486	16	20	19	12	26	26	52	45	46	20	9	9
Non-Economically Disadvantaged	32	2172	41869	100	98	100	503	508	521	9	11	7	31	18	14	41	49	51	19	21	27

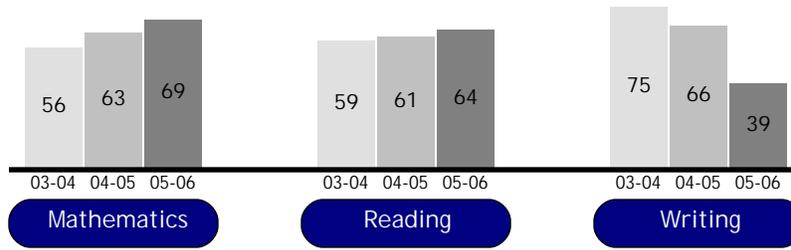
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	4596	79000	100	99	98	481	483	489	14	11	10	25	28	24	52	54	58	8	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2204	38774	100	99	99	490	488	494	5	7	7	24	27	22	63	57	61	8	8	10
Male	45	2391	40150	98	98	98	473	479	485	22	14	12	27	28	25	42	53	55	9	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	42	2553	32508	100	99	98	476	473	472	14	13	15	26	34	33	57	49	49	2	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	--	195	4016	--	100	96	--	467	467	--	13	14	--	39	37	--	46	46	--	2	2
White	29	1435	36135	97	98	98	496	503	508	10	6	4	24	17	14	45	64	67	21	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	74	3979	69009	100	100	100	486	489	495	12	7	6	22	26	22	57	59	62	9	8	10
Limited English Proficient Students	16	604	10199	100	97	95	443	439	439	44	34	35	25	47	47	31	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	51	2403	37234	98	98	97	481	472	472	16	14	15	27	34	33	47	49	50	10	3	3
Non-Economically Disadvantaged	32	2193	41766	100	99	99	481	495	505	13	8	5	22	21	16	59	60	65	6	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	81	4607	79611	98	99	99	494	500	496	5	5	7	43	36	37	52	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2206	39016	100	99	99	511	514	511	3	3	4	35	26	29	62	70	66	NA	1	1
Male	44	2400	40519	96	99	98	480	488	482	7	7	10	50	44	44	43	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	40	2557	32855	98	99	99	482	495	481	8	6	10	50	39	43	43	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	--	192	3992	--	99	96	--	489	478	--	5	10	--	45	46	--	49	44	--	1	0
White	29	1445	36380	97	99	99	519	510	511	NA	4	4	34	29	30	66	66	65	NA	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	73	3964	68947	100	100	100	499	509	504	4	3	4	38	32	34	58	64	61	NA	0	1
Limited English Proficient Students	16	609	10362	100	98	97	429	448	438	25	17	22	44	58	57	31	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	50	2415	37626	96	99	98	486	492	479	8	6	10	46	41	45	46	52	45	NA	0	0
Non-Economically Disadvantaged	31	2192	41985	100	99	100	508	510	511	NA	4	4	39	30	30	61	65	65	NA	1	1

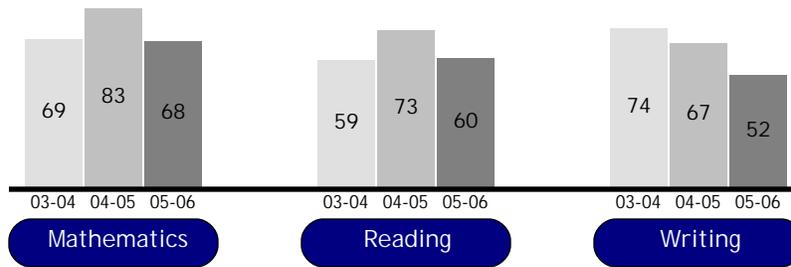
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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 2005-06

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	47	NA	58	100	44	43	47	100	44	44	46
	Language	98	36	45	50	100	47	42	47	100	50	44	48
	Mathematics	100	51	56	64	100	51	48	50	100	50	50	52
3	Reading	98	54	NA	55	100	38	41	44	98	46	43	46
	Language	98	57	56	61	100	38	40	44	99	41	43	46
	Mathematics	98	60	53	61	100	41	47	51	98	46	48	52
4	Reading	100	55	NA	56	100	45	43	48	94	54	46	52
	Language	100	53	45	52	100	47	44	49	94	50	48	52
	Mathematics	100	59	50	61	100	47	48	53	98	59	52	58
5	Reading	98	62	NA	55	97	52	46	50	100	46	50	56
	Language	98	56	41	49	97	53	46	50	100	50	50	54
	Mathematics	98	78	53	63	99	55	45	49	99	48	48	52

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)
- 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	28.00
Other Professional Staff	8.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Afterschool Sports
- Ü Student Council
- Ü Music/Art Club
- Ü Ukalele Class
- Ü Folklorico and Modern Dance Class
- 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
- Ü Support By The Vineyard
- Ü Support by Catalina Methodist Church

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü John Dearmore, Exemplary Teachers Award from Education Enrichment Fund
Renee Bailey and Tim Daldrup Finalist- Rodel
Jessica Minnich - Award from Barnes& Noble Teacher of the Year.
- 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 Rodel Teacher of the Year, McClair Brown Teaches 3rd Grad. Tim Daldrup named University of Arizona outstanding alumni educator.
- ü Grant award to Tim Daldrup and Jessica Minnich.

Student Activity Rates for School Year 2005-06

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

School wide program teaches all students respect and honor. 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 2005-06 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	Kenneth New	(520) 232-6500
Student Health/Nurse	Dana Hansen	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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