



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8310 E. Pima, Tucson, AZ 85715

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	Highly Performing
2004-05	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Ms. Diane Quevedo
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : setmms.tusd.k12.az.us/Bloom
 Phone Number : (520) 731-3700
 Fax Number : (520) 731-3701
 E-mail : diane.quevedo@tusd1.org

Mission

The staff, parents and students of Bloom Elementary accept and share responsibility for the development of all, who as diverse individuals, strive for excellence, become lifelong learners and make positive contributions to our community.

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

- ü To implement effective instructional practices that allow students to achieve their maximum academic performance.
- ü To develop and implement instruction that supports the social and educational needs of the Bloom School community.

Enrollment

October 1, 2005 School Year Student Enrollment : 296
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 33

Instructional Programs

- Ü Full-day Kindergarten
- Ü Project ABLE
- Ü Resource
- Ü CCP
- Ü CCI
- Ü Tutoring

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our responsibility is to provide all students the opportunity to learn in a safe environment. We respectfully acknowledge the diversity, dignity and worth of every individual and strive never to diminish another by our conduct or attitudes.

Parents

Parents make an effort to communicate with teachers, volunteer in the classroom, participate in schoolwide activities and support our school Site Council and PTA. We also expect their partnership in our efforts to keep children safe, support life skills acquisition and a respect for the diversity & dignity of all.

Transportation Policy

Based on district on Intercultural Proficiency

School Honors

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

Award/Honor	Year
Ü Wal-Mart Teacher of the Year	2005
Ü AZ Learns: Highly Performing School	2005
Ü Southern AZ Regional Science Fair	2005

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	44	4704	80010	100	99	99	477	443	447	NA	11	10	7	20	18	59	54	53	34	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	2282	38935	100	99	99	474	444	447	NA	9	9	5	20	19	63	57	55	32	14	17
Male	25	2422	40974	100	99	98	480	441	448	NA	12	11	8	21	18	56	52	52	36	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	10	2729	34545	100	99	99	NA	435	432	NA	12	14	NA	24	24	NA	54	53	NA	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	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	29	1370	35142	100	99	99	472	462	465	NA	6	5	3	12	11	66	57	56	31	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	38	4110	69849	100	100	100	487	446	451	NA	8	7	3	19	17	58	57	56	39	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	13	2469	39029	100	99	98	459	435	432	NA	12	14	15	24	25	69	54	52	15	9	9
Non-Economically Disadvantaged	31	2235	40981	100	99	100	485	451	462	NA	9	6	3	16	13	55	54	54	42	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	44	4701	79438	100	99	98	474	446	451	2	10	9	11	27	24	66	55	56	20	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	2284	38775	100	99	99	471	453	457	NA	8	7	21	24	22	53	58	58	26	11	13
Male	25	2417	40560	100	99	97	476	440	446	4	13	12	4	29	25	76	52	54	16	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	10	2723	34297	100	99	99	NA	438	434	NA	12	14	NA	30	31	NA	52	50	NA	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	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	29	1369	34887	100	99	98	469	465	471	NA	5	4	17	18	15	69	62	63	14	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	38	4116	69850	100	100	100	484	451	456	NA	8	7	8	25	23	68	58	59	24	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	13	2460	38685	100	98	97	460	437	435	NA	12	14	8	30	32	85	53	50	8	4	5
Non-Economically Disadvantaged	31	2241	40753	100	99	99	480	456	467	3	8	5	13	23	16	58	57	62	26	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	44	4706	79971	100	99	99	450	420	423	2	7	8	30	43	41	61	48	49	7	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	2287	38974	100	99	99	466	432	437	NA	5	5	21	36	33	68	57	57	11	2	4
Male	25	2419	40895	100	99	98	437	408	410	4	9	10	36	50	47	56	40	41	4	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	10	2724	34481	100	99	99	NA	416	410	NA	7	10	NA	46	46	NA	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	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	29	1373	35150	100	99	99	438	430	437	3	5	5	31	38	35	62	54	56	3	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	38	4102	69713	100	99	100	461	426	429	NA	5	5	21	41	39	71	52	52	8	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	13	2467	38994	100	99	98	436	414	409	NA	8	10	46	47	47	46	45	41	8	1	1
Non-Economically Disadvantaged	31	2239	40977	100	99	100	455	427	437	3	6	5	23	39	34	68	53	56	6	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	58	4554	80147	100	98	99	500	474	482	2	13	11	9	20	17	62	48	49	28	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2200	39281	100	98	99	514	475	483	NA	11	9	4	22	17	52	48	50	44	19	24
Male	33	2352	40780	100	97	98	489	473	482	3	14	12	12	19	17	70	48	48	15	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	14	2529	33494	100	98	99	476	466	466	7	15	15	14	24	23	71	47	49	7	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	37	1383	36122	100	98	99	502	492	501	NA	7	5	8	14	10	65	51	50	27	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	51	3965	69852	100	100	100	501	479	488	NA	10	7	10	20	16	61	50	51	29	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	19	2431	38371	100	97	97	472	464	465	NA	16	15	16	24	23	79	47	49	5	13	13
Non-Economically Disadvantaged	39	2123	41776	100	98	100	514	485	498	3	9	6	5	16	11	54	49	49	38	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	58	4563	79686	100	98	98	480	463	470	3	13	11	21	27	24	66	53	57	10	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2214	39163	100	99	99	502	468	475	NA	10	9	8	25	22	68	57	60	24	8	10
Male	33	2347	40438	100	97	97	463	457	465	6	16	13	30	30	25	64	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	14	2525	33299	100	98	98	455	454	452	14	16	17	29	32	32	57	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	37	1388	35914	100	99	98	487	482	489	NA	6	5	22	19	15	62	63	67	16	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	51	3970	69878	100	100	100	482	468	475	2	9	8	18	27	23	69	57	61	12	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	19	2438	38095	100	98	97	460	452	452	5	17	17	26	32	32	68	48	48	NA	3	3
Non-Economically Disadvantaged	39	2125	41591	100	98	99	490	475	486	3	9	6	18	23	16	64	59	65	15	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	58	4592	80372	100	99	99	501	474	475	NA	4	4	17	31	30	78	64	64	5	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2219	39452	100	99	99	520	485	488	NA	3	3	4	22	22	84	72	72	12	2	3
Male	33	2371	40836	100	98	98	486	463	464	NA	5	6	27	38	37	73	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	14	2551	33608	100	99	99	495	469	462	NA	5	6	29	33	36	71	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	37	1388	36213	100	99	99	501	486	489	NA	2	2	16	26	22	76	69	72	8	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	51	3964	69846	100	100	100	504	480	482	NA	3	3	14	27	26	80	69	69	6	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	19	2454	38521	100	98	98	491	463	461	NA	6	6	21	35	38	79	59	55	NA	1	1
Non-Economically Disadvantaged	39	2138	41851	100	99	100	506	485	489	NA	2	3	15	26	22	77	69	72	8	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	47	4552	79306	100	98	99	511	496	504	6	16	13	17	23	20	62	47	49	15	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2186	38845	100	98	99	507	496	505	8	14	11	15	24	20	65	49	50	12	14	18
Male	21	2365	40383	100	97	98	517	496	504	5	18	14	19	22	19	57	45	47	19	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	NC	2530	32673	NC	98	99	NC	485	487	NC	19	18	NC	27	25	NC	45	46	NC	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	34	1420	36234	100	97	99	508	517	523	6	8	6	18	16	13	65	51	52	12	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	44	3979	69020	100	100	100	513	501	510	7	12	9	14	22	18	66	50	52	14	16	21
Limited English Proficient Students	--	593	10291	--	96	96	--	456	458	--	41	38	--	32	34	--	26	26	--	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	10	2380	37437	100	98	97	NA	484	486	NA	20	19	NA	26	26	NA	45	46	NA	9	9
Non-Economically Disadvantaged	37	2172	41869	100	98	100	514	508	521	3	11	7	16	18	14	65	49	51	16	21	27

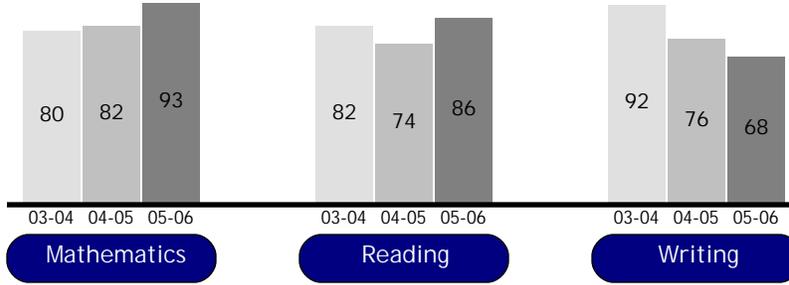
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	4596	79000	100	99	98	512	483	489	NA	11	10	13	28	24	72	54	58	15	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2204	38774	100	99	99	512	488	494	NA	7	7	8	27	22	81	57	61	12	8	10
Male	21	2391	40150	100	98	98	512	479	485	NA	14	12	19	28	25	62	53	55	19	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	NC	2553	32508	NC	99	98	NC	473	472	NC	13	15	NC	34	33	NC	49	49	NC	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	34	1435	36135	100	98	98	511	503	508	NA	6	4	9	17	14	79	64	67	12	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	44	3979	69009	100	100	100	513	489	495	NA	7	6	11	26	22	75	59	62	14	8	10
Limited English Proficient Students	--	604	10199	--	97	95	--	439	439	--	34	35	--	47	47	--	18	18	--	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	10	2403	37234	100	98	97	NA	472	472	NA	14	15	NA	34	33	NA	49	50	NA	3	3
Non-Economically Disadvantaged	37	2193	41766	100	99	99	515	495	505	NA	8	5	11	21	16	73	60	65	16	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	47	4607	79611	100	99	99	534	500	496	NA	5	7	13	36	37	87	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2206	39016	100	99	99	539	514	511	NA	3	4	12	26	29	88	70	66	NA	1	1
Male	21	2400	40519	100	99	98	528	488	482	NA	7	10	14	44	44	86	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	NC	2557	32855	NC	99	99	NC	495	481	NC	6	10	NC	39	43	NC	55	47	NC	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	34	1445	36380	100	99	99	529	510	511	NA	4	4	12	29	30	88	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	44	3964	68947	100	100	100	536	509	504	NA	3	4	11	32	34	89	64	61	NA	0	1
Limited English Proficient Students	--	609	10362	--	98	97	--	448	438	--	17	22	--	58	57	--	25	21	--	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	10	2415	37626	100	99	98	NA	492	479	NA	6	10	NA	41	45	NA	52	45	NA	0	0
Non-Economically Disadvantaged	37	2192	41985	100	99	100	535	510	511	NA	4	4	14	30	30	86	65	65	NA	1	1

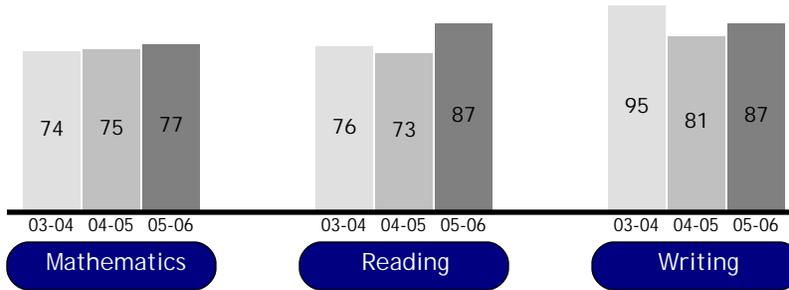
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	89	67	NA	58	94	49	43	47	88	48	44	46
	Language	89	71	45	50	94	52	42	47	88	56	44	48
	Mathematics	92	79	56	64	96	58	48	50	88	46	50	52
3	Reading	100	63	NA	55	95	55	41	44	100	56	43	46
	Language	94	70	56	61	95	49	40	44	100	48	43	46
	Mathematics	100	71	53	61	95	61	47	51	100	70	48	52
4	Reading	98	71	NA	56	100	60	43	48	98	61	46	52
	Language	100	63	45	52	100	64	44	49	98	67	48	52
	Mathematics	96	72	50	61	100	67	48	53	98	78	52	58
5	Reading	97	85	NA	55	97	60	46	50	100	70	50	56
	Language	98	72	41	49	97	59	46	50	100	73	50	54
	Mathematics	97	88	53	63	97	55	45	49	100	65	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)
- 0 Student(s)

Council Duties

- Ü Tax Credit Funding Approval
- Ü Core Curriculum/AZ Academic Standards
- Ü Parent/Volunteer Classroom Involvement
- Ü Intercultural Proficiency
- Ü Literature Review for Curric. Support
- Ü Staffing: i.e., Interview Committee

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.80
Other Professional Staff	3.20	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	0	0	0
10 or more years	6	9	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 Library
- Ü Large Playground (Grades K-5)
- Ü Portables for Resource and Art,

Extracurricular Activities

- Ü School & Regional Track Meet
- Ü Cultural Celebration events
- Ü Ronald McDonald House collection of tabs
- Ü Heart Assoc., Leukemia Society
- Ü Donations: Hurricane Katrina Survivors
- Ü Fun Flight Walk-a-thon

Social Services

- Ü Health Services
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Boy/Girl Scouts
- Ü KIDCO
- Ü Social worker
- Ü Homework Tutoring

- ü Our attendance rate is 97.00%.

- ü In house suspension program is effective. There were no school discipline suspensions for 2004-2005.

- ü Custodians received an award for having the cleanest elementary school in the district.

- ü Our School Quality Survey results reported parent satisfaction.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	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

All visitors/volunteers must check into the office. Child release to an individual requires a photo ID. We have monitors equipped with walkie-talkies that patrol the grounds before school, during lunch and after school. School volunteer patrols hallways and monitors all site entrances. Daily communication on student absences is monitored. We practice fire drills or lockdowns monthly. All classroom doors are kept locked during the school day.

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) :

2

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	Diane Quevedo	(520) 731-3700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Esmeralda Briones Canez	(520) 731-3702
School Nutrition Programs	Roberta Don	(520) 731-3723
Parent Organization	Michelle Beeston	(520) 731-3740
Student Health/Nurse	Sandy Pronneke	(520) 731-3717

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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** 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.