



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

461 South Bryant, Tucson, AZ 85711

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 : Mrs. Margaret Scott
Schedule : 07:00 AM to 04:00 PM
Grades : K-5
Web Address : edweb.tusd.k12.az.us/lineweaver
Phone Number : (520) 232-7700
Fax Number : (520) 232-7701
E-mail : margaret.scott@tusd1.org

Mission

Skills, Character, Knowledge. Excellence in Education.

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

- Effective instructional practices create a community of learners in which all students achieve their full potential.
Create an environment where school community feels safe and comfortable working together, meeting the academic objectives and creating personal support that each of our students need.

Enrollment

October 1, 2005 School Year Student Enrollment : 472
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 160

Instructional Programs

- General Academic K-5
- On-site GATE Self-Contained
- On-site Exceptional Education
- GATE Pullout
- Opening Minds Through the Arts
- Cub Club After School Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Providing a safe, attractive, stimulating environment; quality educational programming designed to meet individual needs; consistent communication; involvement of parents in school activities and decisions; reporting student academic achievement.

Parents

Provide food, shelter, clothing and emotional security; communicate with school; assistance with homework and school projects; support school through decision-making committees, PTA participation, school social events and classroom activities.

Transportation Policy

Neighborhood boundaries: north-Broadway; west-Alvernon; south-22nd Street; east-Swan. Self-contained GATE (Gifted and Talented Education) and self-contained Exceptional Education students are bused from targeted geographic regions of the TUSD.

School Honors

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

Award/Honor	Year
• Regional and State Science Fair Winners	2005
• Opening Minds Through the Arts Complete Program	2005
• State Chess Winners - Second in the State of Arizona	2003
• Honored by Local Media	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	75	4704	80010	99	99	99	475	443	447	4	11	10	12	20	18	43	54	53	41	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2282	38935	100	99	99	478	444	447	6	9	9	6	20	19	42	57	55	45	14	17
Male	42	2422	40974	98	99	98	472	441	448	2	12	11	17	21	18	43	52	52	38	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	28	2729	34545	97	99	99	464	435	432	NA	12	14	18	24	24	57	54	53	25	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	100	99	99	491	462	465	3	6	5	5	12	11	34	57	56	58	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	66	4110	69849	100	100	100	481	446	451	2	8	7	12	19	17	42	57	56	44	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	28	2469	39029	97	99	98	461	435	432	4	12	14	14	24	25	50	54	52	32	9	9
Non-Economically Disadvantaged	47	2235	40981	100	99	100	483	451	462	4	9	6	11	16	13	38	54	54	47	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	76	4701	79438	100	99	98	475	446	451	7	10	9	14	27	24	57	55	56	22	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2284	38775	100	99	99	486	453	457	6	8	7	6	24	22	58	58	58	30	11	13
Male	43	2417	40560	100	99	97	466	440	446	7	13	12	21	29	25	56	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	29	2723	34297	100	99	98	461	438	434	7	12	14	21	30	31	55	52	50	17	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	100	99	98	494	465	471	3	5	4	8	18	15	61	62	63	29	15	18
Students with Disabilities	10	585	9588	100	93	88	NA	410	416	NA	30	30	NA	36	32	NA	32	34	NA	3	5
Students without Disabilities	66	4116	69850	100	100	100	482	451	456	3	8	7	12	25	23	61	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	29	2460	38685	100	98	97	458	437	435	7	12	14	21	30	32	59	53	50	14	4	5
Non-Economically Disadvantaged	47	2241	40753	100	99	99	485	456	467	6	8	5	11	23	16	55	57	62	28	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	76	4706	79971	100	99	99	419	420	423	5	7	8	47	43	41	47	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2287	38974	100	99	99	428	432	437	6	5	5	27	36	33	67	57	57	NA	2	4
Male	43	2419	40895	100	99	98	411	408	410	5	9	10	63	50	47	33	40	41	NA	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	29	2724	34481	100	99	99	412	416	410	7	7	10	48	46	46	45	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	100	99	99	426	430	437	3	5	5	45	38	35	53	54	56	NA	3	5
Students with Disabilities	10	604	10258	100	96	94	NA	373	377	NA	22	23	NA	55	51	NA	23	25	NA	1	1
Students without Disabilities	66	4102	69713	100	99	100	428	426	429	2	5	5	45	41	39	53	52	52	NA	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	29	2467	38994	100	99	98	416	414	409	7	8	10	52	47	47	41	45	41	NA	1	1
Non-Economically Disadvantaged	47	2239	40977	100	99	100	420	427	437	4	6	5	45	39	34	51	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	64	4554	80147	100	98	99	483	474	482	13	13	11	14	20	17	50	48	49	23	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2200	39281	100	98	99	485	475	483	8	11	9	16	22	17	54	48	50	22	19	24
Male	27	2352	40780	100	97	98	481	473	482	19	14	12	11	19	17	44	48	48	26	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	29	2529	33494	100	98	99	483	466	466	10	15	15	7	24	23	66	47	49	17	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	31	1383	36122	100	98	99	486	492	501	13	7	5	23	14	10	32	51	50	32	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	60	3965	69852	100	100	100	489	479	488	8	10	7	13	20	16	53	50	51	25	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	27	2431	38371	100	97	97	453	464	465	26	16	15	19	24	23	48	47	49	7	13	13
Non-Economically Disadvantaged	37	2123	41776	100	98	100	506	485	498	3	9	6	11	16	11	51	49	49	35	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	64	4563	79686	100	98	98	483	463	470	8	13	11	20	27	24	53	53	57	19	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2214	39163	100	99	99	494	468	475	3	10	9	19	25	22	51	57	60	27	8	10
Male	27	2347	40438	100	97	97	468	457	465	15	16	13	22	30	25	56	49	54	7	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	29	2525	33299	100	98	98	478	454	452	7	16	17	21	32	32	59	48	47	14	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	31	1388	35914	100	99	98	490	482	489	10	6	5	16	19	15	48	63	67	26	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	60	3970	69878	100	100	100	490	468	475	3	9	8	20	27	23	57	57	61	20	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	27	2438	38095	100	98	97	449	452	452	15	17	17	37	32	32	44	48	48	4	3	3
Non-Economically Disadvantaged	37	2125	41591	100	98	99	508	475	486	3	9	6	8	23	16	59	59	65	30	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	64	4592	80372	100	99	99	490	474	475	3	4	4	22	31	30	70	64	64	5	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2219	39452	100	99	99	511	485	488	NA	3	3	14	22	22	78	72	72	8	2	3
Male	27	2371	40836	100	98	98	462	463	464	7	5	6	33	38	37	59	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	29	2551	33608	100	99	99	496	469	462	NA	5	6	21	33	36	79	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	31	1388	36213	100	99	99	481	486	489	6	2	2	26	26	22	58	69	72	10	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	60	3964	69846	100	100	100	501	480	482	NA	3	3	20	27	26	75	69	69	5	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	27	2454	38521	100	98	98	455	463	461	7	6	6	41	35	38	48	59	55	4	1	1
Non-Economically Disadvantaged	37	2138	41851	100	99	100	515	485	489	NA	2	3	8	26	22	86	69	72	5	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	90	4552	79306	99	98	99	515	496	504	9	16	13	17	23	20	49	47	49	26	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2186	38845	100	98	99	507	496	505	9	14	11	16	24	20	58	49	50	18	14	18
Male	45	2365	40383	98	97	98	523	496	504	9	18	14	18	22	19	40	45	47	33	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	38	2530	32673	100	98	99	492	485	487	13	19	18	24	27	25	50	45	46	13	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	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	43	1420	36234	100	97	99	526	517	523	7	8	6	12	16	13	51	51	52	30	25	28
Students with Disabilities	12	573	10286	100	85	91	459	456	462	33	44	41	33	29	27	25	23	27	8	3	5
Students without Disabilities	78	3979	69020	99	100	100	523	501	510	5	12	9	14	22	18	53	50	52	28	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	39	2380	37437	100	98	97	496	484	486	18	20	19	18	26	26	49	45	46	15	9	9
Non-Economically Disadvantaged	51	2172	41869	98	98	100	529	508	521	2	11	7	16	18	14	49	49	51	33	21	27

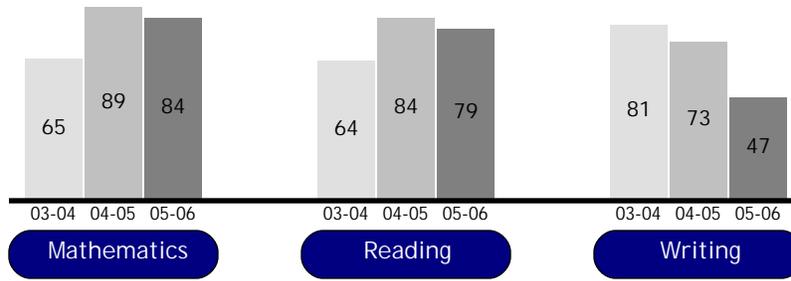
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	4596	79000	99	99	98	501	483	489	10	11	10	21	28	24	49	54	58	20	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2204	38774	100	99	99	504	488	494	9	7	7	27	27	22	40	57	61	24	8	10
Male	45	2391	40150	98	98	98	499	479	485	11	14	12	16	28	25	58	53	55	16	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	38	2553	32508	100	99	98	471	473	472	13	13	15	34	34	33	50	49	49	3	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	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	43	1435	36135	100	98	98	520	503	508	9	6	4	12	17	14	49	64	67	30	13	15
Students with Disabilities	12	617	9991	100	91	88	445	442	449	42	38	33	33	37	36	25	24	29	NA	2	2
Students without Disabilities	78	3979	69009	99	100	100	510	489	495	5	7	6	19	26	22	53	59	62	23	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	39	2403	37234	100	98	97	478	472	472	18	14	15	26	34	33	49	49	50	8	3	3
Non-Economically Disadvantaged	51	2193	41766	98	99	99	519	495	505	4	8	5	18	21	16	49	60	65	29	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	90	4607	79611	99	99	99	509	500	496	3	5	7	30	36	37	66	58	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2206	39016	100	99	99	522	514	511	2	3	4	22	26	29	73	70	66	2	1	1
Male	45	2400	40519	98	99	98	495	488	482	4	7	10	38	44	44	58	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	38	2557	32855	100	99	99	501	495	481	NA	6	10	47	39	43	53	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	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	43	1445	36380	100	99	99	503	510	511	7	4	4	21	29	30	72	66	65	NA	1	1
Students with Disabilities	12	643	10664	100	95	94	411	442	440	25	20	23	58	57	54	17	22	22	NA	1	1
Students without Disabilities	78	3964	68947	99	100	100	524	509	504	NA	3	4	26	32	34	73	64	61	1	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	39	2415	37626	100	99	98	482	492	479	5	6	10	54	41	45	41	52	45	NA	0	0
Non-Economically Disadvantaged	51	2192	41985	98	99	100	529	510	511	2	4	4	12	30	30	84	65	65	2	1	1

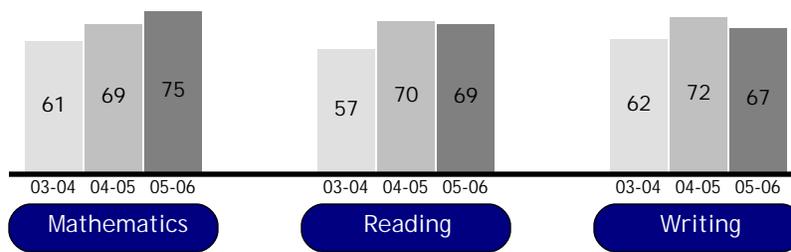
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	60	NA	58	100	59	43	47	100	63	44	46
	Language	96	63	45	50	100	60	42	47	100	61	44	48
	Mathematics	91	78	56	64	100	68	48	50	100	68	50	52
3	Reading	93	62	NA	55	100	61	41	44	--	--	43	46
	Language	96	62	56	61	100	60	40	44	--	--	43	46
	Mathematics	91	64	53	61	100	67	47	51	--	--	48	52
4	Reading	98	69	NA	56	98	51	43	48	100	61	46	52
	Language	99	56	45	52	98	53	44	49	100	70	48	52
	Mathematics	99	70	50	61	98	54	48	53	100	59	52	58
5	Reading	96	67	NA	55	99	59	46	50	100	65	50	56
	Language	97	56	41	49	99	59	46	50	100	67	50	54
	Mathematics	96	74	53	63	99	56	45	49	100	61	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)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü 301 Funds
- Ü Student Discipline/Safety
- Ü Parent/Educator Relations
- Ü Wellness
- Ü Curriculum/Professional Development
- Ü Technology Integration

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
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	4%

Resources Available at School Site

Special Facilities

- Ü K-5 Computer Lab
- Ü Multipurpose/music room
- Ü K-5 Classroom Computer Workstations
- Ü Library/media center

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Cross Country Team
- Ü Community School Program Classes

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Community School Program Classes
- Ü After School Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Lineweaver has been awarded Arizona Department of Education's Excelling School status as result of our 2000-03 student AIMS and Stanford 9 scores in reading, writing and math.

- ü Two programs demonstrating Lineweaver's commitment to meet the educational and social needs of families, after school program with 100+ students, and our LINKS Grant.

- ü Lineweaver has been awarded Arizona Department of Education's Highly Performing School status as result of our 2005-06 student AIMS and Stanford 9 scores in reading, writing and math.

- ü Lineweaver is an OMA (Opening Minds Through the Arts) school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

We have developed safety procedures to insure a safe environment for all students. Access by visitors is monitored. Students practice emergency drills on a regular basis. We account for all students in an emergency, and we have a procedure in place to contact the proper authorities if necessary.

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	CherylIngham	(520) 232-7700
Transportation Policy	Margaret Scott	(520) 232-7700
Community Resources	Beth Mooney	(520) 232-7700
School Nutrition Programs	Carolyn Hannan	(602) 232-7700
Parent Organization	Maria Saavedra	(520) 232-7700
Student Health/Nurse	Jeanne Cozine	(520) 232-7700

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.