



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

701 South Navajo Avenue, Parker, AZ 85344

Parker Unified School 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)

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

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

School Overview

Principal/Administrator : Mrs. Lori Lee Bachmann
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-3
 2005 Enrollment : 482
 Web Address : www.parkerusd.org
 Phone Number : (928) 669-8203
 Fax Number : (928) 669-8771
 E-mail : lbachmann@parkerusd.org

Mission

Blake School will meet each child wherever he/she is academically and take him/her as far as he/she possibly can go. There is a heavy emphasis on the basics of reading, writing and math. Blake School will foster self-esteem and instill a love and excitement for learning.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- Students will achieve mastery of the Arizona Academic Standards in the areas of reading, writing and math as indicated in the District Assessment Plan (DAP).
- Students in grades 1 thru 3 will achieve 70%+ on the quarterly math and reading assessment tests which are aligned to the AZ academic standards.
- Blake Primary School will attain an Arizona Learns rating of "Performing" or higher based on calculations by the Arizona Dept. of Education.

Enrollment

October 1, 2004 School Year Student Enrollment : 494
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 3

Instructional Programs

- Ü On-site Special Education/Preschool
- Ü Title I
- Ü EL
- Ü K-3 Tutoring
- Ü After-School Tutoring
- Ü All-Day Kindergarten
- Ü Collaborative Literacy Intervention Proj
- Ü Gifted

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

It is the responsibility of Blake School to provide all the necessary books and supplies needed to perform in school. Blake School will meet the academic needs of all students and provide them with a safe and positive learning environment.

Parents

It is the responsibility of the parent to see that their child is on time, dressed appropriately and ready to learn every day that school is in session. It is also their responsibility to check the educational progress of their child.

Transportation Policy

The boundaries of the district parallel the Colorado River. We travel 18 mi. up river and 43 mi. down river from the town center, with the farthest distance from the river being 8 mi. We transport 1,200 students and drive 1,900 mi. on an average day.

School Honors

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

Award/Honor	Year
Ü Sally Mae Award	1996
Ü Rotary Teacher of the Year	2000
Ü Rotary Teacher of the Year	2002

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	105	151	79306	99	100	99	449	433	445	8	7	10	19	26	18	53	52	51	20	14	20
All Students (Prior Year)	105	144	75509	100	100	100	509	507	521	9	10	13	39	38	23	32	32	33	20	20	31
Female	45	72	38691	98	100	99	446	425	446	13	11	10	15	21	18	53	56	52	20	13	20
Male	60	79	40583	100	100	99	451	441	445	4	4	11	23	31	18	53	49	50	21	15	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	29	55	32869	97	100	99	447	422	429	0	4	15	21	38	25	67	52	51	13	6	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	37	56	4264	97	100	100	432	422	419	14	12	19	22	23	30	53	58	45	11	8	6
White	36	37	36197	100	100	99	473	472	463	3	3	5	13	13	11	43	45	53	40	39	31
Students with Disabilities	21	26	10321	100	100	100	405	370	389	32	29	30	32	33	27	37	38	34	0	0	9
Students without Disabilities	84	125	69060	98	99	98	460	447	454	1	3	7	16	25	17	57	55	54	26	17	22
Limited English Proficient Students	NC	19	15509	NC	100	100	NC	405	406	NC	6	20	NC	27	30	NC	64	45	NC	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	81	124	39415	99	99	96	441	433	431	8	8	15	24	30	25	51	51	50	17	11	10
Non-Economically Disadvantaged	24	27	39966	100	100	100	476	434	459	5	4	6	5	8	12	57	58	52	33	29	30

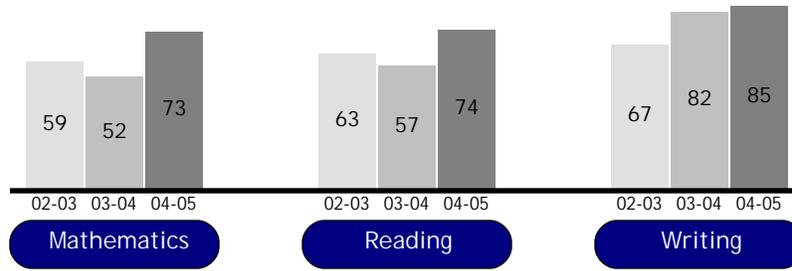
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	150	79395	99	0	99	452	437	446	5	6	9	22	30	25	65	58	55	9	6	11
All Students (Prior Year)	105	141	75492	100	98	100	508	507	519	13	14	12	29	28	16	43	43	47	14	14	24
Female	45	72	38743	98	0	100	452	430	451	8	6	7	18	30	24	68	59	57	8	5	12
Male	60	78	40618	100	0	99	453	443	440	4	6	11	25	30	27	62	57	53	9	7	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	29	54	32915	97	0	99	446	424	426	0	2	15	33	49	35	67	49	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	37	56	4271	97	0	100	438	424	420	6	8	15	31	31	42	64	62	41	0	0	2
White	36	37	36221	100	0	99	478	479	465	7	6	4	3	3	15	63	65	63	27	26	17
Students with Disabilities	21	26	10331	100	0	100	416	377	388	21	25	25	37	33	37	42	42	34	0	0	4
Students without Disabilities	84	124	69139	98	0	99	462	450	454	1	2	7	18	29	24	70	61	58	11	7	11
Limited English Proficient Students	NC	19	15545	NC	0	100	NC	408	399	NC	0	21	NC	48	42	NC	52	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	81	123	39484	99	0	96	446	438	429	6	6	14	28	37	35	60	53	47	7	5	4
Non-Economically Disadvantaged	24	27	39986	100	0	100	474	429	461	5	8	4	0	0	16	81	79	63	14	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	104	150	78869	98	100	99	464	439	442	0	5	6	15	19	21	77	71	63	8	6	10
All Students (Prior Year)	105	141	75053	100	98	99	602	585	597	8	7	7	11	13	12	71	71	72	11	8	9
Female	45	72	38536	98	100	99	479	447	458	0	3	4	15	16	15	70	70	67	15	11	14
Male	59	78	40302	98	99	99	453	433	428	0	6	8	15	21	26	83	71	60	2	1	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	29	55	32606	97	100	98	467	439	426	0	2	8	8	17	27	88	79	60	4	2	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	37	56	4245	97	100	100	453	417	423	0	10	9	17	21	26	78	63	61	6	6	4
White	35	36	36078	100	100	99	474	476	459	0	0	4	17	17	16	69	70	66	14	13	14
Students with Disabilities	20	25	10246	100	100	100	434	382	367	0	4	18	50	48	39	50	43	40	0	4	4
Students without Disabilities	84	125	68697	98	99	98	472	451	454	0	5	4	7	13	18	84	76	67	9	6	11
Limited English Proficient Students	NC	19	15339	NC	100	100	NC	421	399	NC	3	11	NC	18	31	NC	73	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	81	124	39106	99	99	95	460	442	427	0	5	8	18	22	28	75	69	59	7	5	5
Non-Economically Disadvantaged	23	26	39837	96	100	100	480	426	457	0	4	4	5	4	14	85	78	67	10	13	15

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



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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	51	47	50	98	54	NA	58	97	48	45	47
	Language	97	44	39	43	98	45	38	50	97	55	53	47
	Mathematics	93	66	60	57	98	52	47	64	97	52	48	50
3	Reading	99	34	33	47	98	48	NA	55	99	45	40	44
	Language	98	42	42	54	98	56	54	61	99	50	45	44
	Mathematics	97	50	48	54	99	52	51	61	99	53	45	51

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)
- 4 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Promotion/Retention Issues
- Ü Student Discipline
- Ü School Safety Issues
- Ü Attendance/Tardies
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	7	0	0	0
7 to 9 years	4	0	0	0
10 or more years	5	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Auditorium
- Ü Computer Lab

Extracurricular Activities

- Ü After-school Tutoring
- Ü K-3 Tutoring
- Ü Gifted

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü School Counselor
- Ü Health aide
- Ü Occupational Therapy
- Ü Physical Therapy

School Achievements/Accomplishments 2004-05

Ü DAP - Percent of Students who met the standard in reading, writing and math.

Reading
 Kindergarten: 87
 Gr. 1: 84
 Gr. 2: 79
 Gr. 3: 81

Writing
 Gr. 1: 99
 Gr. 2: 94
 Gr. 3: 78

Math
 Gr. 1: 90
 Gr. 2: 90
 Gr. 3: 90

Ü Year End Percentage of gr. 1-3 Students who met the standard in reading and math according to the quarterly benchmark tests.

Reading
 Grade 1: 90
 Grade 2: 88
 Grade 3: 82

Math
 Grade 1: 90
 Grade 2: 90
 Grade 3: 90

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Monthly fire drills. Periodic lock-down drills. Closed campus with sign in/sign out system in place for visitors. ABCs of Bullying online course.

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

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Helen White	(928) 669-8203
Transportation Policy	Robb Cozby	(928) 669-2446
Community Resources	Lori Bachmann	(928) 669-8203
School Nutrition Programs	Jim Lotts	(928) 669-9244
Parent Organization	Gwen Beneke	(928) 669-8203
Student Health/Nurse	Martha Duran	(928) 669-8203

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

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

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

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

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

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

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

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

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Total cost of printing: 12 Pages X .0318 Per page X 25 Copies = \$10.00

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

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