



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
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 in grades 1 thru 3 will achieve 70%+ on the quarterly math, reading and writing district assessments (DAP) which are aligned to the AZ Academic Standards.
- 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).

Enrollment

October 1, 2005 School Year Student Enrollment : 476
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 3

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/31/2006

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 miles up river and 43 miles down river from the town center, with the farthest distance from the river being 8 miles. We transport 1,200 students and drive 1,900 miles on an average day.

School Honors

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

Award/Honor	Year
• Voyager Silver Medal Award - 80% on track for reading	2006
• 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	107	144	80010	89	92	99	447	443	447	6	8	10	18	17	18	63	63	53	14	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	66	38935	90	93	99	447	439	447	7	9	9	15	17	19	65	65	55	13	9	17
Male	61	78	40974	88	91	98	447	445	448	5	8	11	20	18	18	61	62	52	15	13	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	31	50	34545	89	93	99	450	439	432	6	12	14	10	14	24	68	64	53	16	10	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	35	52	3979	85	90	96	433	435	424	9	10	17	26	21	30	60	63	47	6	6	6
White	36	37	35142	92	93	99	460	460	465	3	3	5	14	14	11	61	62	56	22	22	28
Students with Disabilities	16	25	10161	57	68	93	433	434	419	13	16	28	25	16	28	44	56	36	19	12	8
Students without Disabilities	91	119	69849	99	99	100	449	444	451	4	7	7	16	18	17	66	65	56	13	11	19
Limited English Proficient Students	NC	11	14013	NC	92	97	NC	420	413	NC	36	24	NC	9	34	NC	45	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	78	112	39029	90	93	98	443	439	432	8	11	14	18	18	25	62	62	52	13	10	9
Non-Economically Disadvantaged	29	32	40981	88	89	100	457	455	462	NA	NA	6	17	16	13	66	69	54	17	16	27

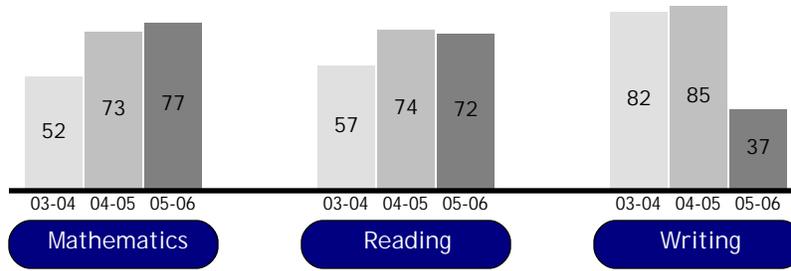
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	144	79438	89	92	98	453	450	451	4	5	9	24	26	24	65	63	56	7	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	66	38775	90	93	99	462	457	457	NA	NA	7	17	21	22	72	70	58	11	9	13
Male	61	78	40560	88	91	97	447	445	446	7	9	12	30	31	25	61	56	54	3	4	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	31	50	34297	89	93	98	456	447	434	NA	4	14	23	28	31	74	66	50	3	2	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	36	53	3940	88	91	95	447	449	429	6	6	14	28	26	36	64	62	47	3	6	3
White	35	36	34887	90	90	98	456	455	471	6	6	4	23	25	15	57	56	63	14	14	18
Students with Disabilities	16	25	9588	57	68	88	431	431	416	13	16	30	44	36	32	44	44	34	NA	4	5
Students without Disabilities	91	119	69850	99	99	100	457	454	456	2	3	7	21	24	23	69	66	59	8	7	12
Limited English Proficient Students	NC	11	13856	NC	92	96	NC	418	407	NC	18	27	NC	45	43	NC	36	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	78	112	38685	90	93	97	450	447	435	4	5	14	28	29	32	62	59	50	6	6	5
Non-Economically Disadvantaged	29	32	40753	88	89	99	461	460	467	3	3	5	14	16	16	76	75	62	7	6	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	107	143	79971	89	91	99	418	414	423	7	6	8	56	57	41	35	34	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	66	38974	90	93	99	437	428	437	2	2	5	48	53	33	48	42	57	2	3	4
Male	61	77	40895	88	90	98	404	403	410	11	10	10	62	61	47	25	27	41	2	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	31	50	34481	89	93	99	428	415	410	6	6	10	52	58	46	39	34	43	3	2	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	36	52	3995	88	90	96	412	413	409	6	4	10	58	58	47	36	37	42	NA	2	1
White	35	36	35150	90	90	99	414	415	437	11	11	5	54	53	35	31	33	56	3	3	5
Students with Disabilities	15	24	10258	54	65	94	378	389	377	33	21	23	47	42	51	20	33	25	NA	4	1
Students without Disabilities	92	119	69713	100	99	100	424	419	429	3	3	5	58	61	39	37	34	52	2	2	3
Limited English Proficient Students	NC	11	13985	NC	92	97	NC	386	382	NC	9	18	NC	82	54	NC	9	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	78	111	38994	90	92	98	415	411	409	5	5	10	62	61	47	32	32	41	1	2	1
Non-Economically Disadvantaged	29	32	40977	88	89	100	427	425	437	14	13	5	41	44	34	41	41	56	3	3	5

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	98	54	NA	58	97	48	45	47	99	54	50	46
	Language	98	45	38	50	97	55	53	47	99	79	72	48
	Mathematics	98	52	47	64	97	52	48	50	99	65	58	52
3	Reading	98	48	NA	55	99	45	40	44	90	48	44	46
	Language	98	56	54	61	99	50	45	44	89	48	44	46
	Mathematics	99	52	51	61	99	53	45	51	90	52	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)
- 4 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Academic achievement
- Ü School wide reading intervention
- Ü Student Discipline
- Ü School Safety Issues
- 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	21.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Auditorium
- Ü Computer Lab

Extracurricular Activities

- Ü After-school Tutoring/Intervention
- Ü K-3 Tutoring/Intervention
- Ü Gifted
- Ü Jump Rope for Heart
- Ü Math-a-thon

Social Services

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

School Achievements/Accomplishments 2005-06

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

Reading
 Kindergarten: 96
 Gr. 1: 86
 Gr. 2: 87
 Gr. 3: 75

Writing
 Gr. 1: 98
 Gr. 2: 91
 Gr. 3: 92

Math
 Gr. 1: 91
 Gr. 2: 91
 Gr. 3: 84

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: 91
 Grade 2: 97
 Grade 3: 81

Math
 Grade 1: 91
 Grade 2: 91
 Grade 3: 84

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

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 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.