No Child Left Behind

Adequate Yearly Progress [1]

Not Met

ARIZONA DISTRICT REPORT CARD 2003-04

Holbrook Unified District

P O Box 640, Holbrook, AZ 86025-

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.

Current Administrator [2]

Title: Superintendent

Name: Timothy Foist

Fax: (928) 524-3073

Phone: (928) 524-6144

Email: tfoist@holbrook.k12.az.us

District At A Glance

Enrollment [3]

	State	District
2002-2003 Student Enrollment	978,128	2,044

Expenditures [4]

2003 Administration Expense	$1,921,009.00
2003 Classroom Supplies Expense	$800,079.00
2003 Classroom Instruction Expense	$8,099,102.00
2003 Other Support Services Expense	$3,843,026.00
2003 Student Support Services Expense	$974,979.00
2003 Total Current Expenditures	$15,638,195.00

Visit http://www.ade.az.gov/azlearns/ for more information on the performance of your district.

Arizona Department of Education

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	134	75372	99	101	502	523	13	9	41	25	27	36	19	30
All Students (01-02)	146	70809	NA	NA	497	518	19	11	38	27	30	35	13	27
Female (02-03)	58	36901	100	101	501	524	13	8	40	25	25	36	23	31
Female (01-02)	70	34318	NA	NA	496	518	22	10	36	27	30	35	13	27
Male (02-03)	76	38385	99	101	503	523	13	9	42	24	28	36	17	30
Male (01-02)	76	35977	NA	NA	498	518	16	11	40	26	31	35	14	28
African American (02-03)	NC	3589	NC	96	NC	501	NC	18	NC	33	NC	33	NC	16
African American (01-02)	--	3296	--	NA	--	494	--	20	--	36	--	31	--	14
Hispanic (02-03)	25	29103	109	99	507	510	13	12	33	31	40	36	13	20
Hispanic (01-02)	26	24979	NA	NA	502	499	15	17	40	35	30	33	15	15
Asian/Pacific Islander (02-03)	--	1574	--	96	--	549	--	3	--	14	--	34	--	48
Asian/Pacific Islander (01-02)	NC	1298	NC	NA	NC	544	NC	4	NC	17	NC	34	NC	46
American Indian/Alaskan Native (02-03)	61	5086	92	114	476	491	23	22	51	38	20	28	6	12
American Indian/Alaskan Native (01-02)	64	4082	NA	NA	480	485	25	25	42	40	33	26	0	10
White (02-03)	42	34597	100	98	518	535	5	4	36	20	28	38	31	38
White (01-02)	42	31441	NA	NA	521	532	8	5	29	20	34	38	29	37
Students with Disabilities (02-03)	15	8057	79	99	505	496	0	23	50	31	50	28	0	17
Students with Disabilities (01-02)	10	5805	NA	NA	381	476	100	34	0	34	0	22	0	10
Students without Disabilities (02-03)	119	67315	103	101	502	525	13	8	41	24	26	37	20	31
Students without Disabilities (01-02)	136	65004	NA	NA	498	519	18	10	38	26	31	36	13	28
Limited English Proficient Students (02-03)	38	16925	97	112	473	482	20	27	40	40	40	26	0	7
Limited English Proficient Students (01-02)	37	15214	NA	NA	464	481	50	27	35	41	10	24	5	7
Migrant Students (02-03)	--	869	--	NA	--	501	--	17	--	30	--	39	--	14
Migrant Students (01-02)	--	617	--	NA	--	495	--	17	--	40	--	28	--	15
Economically Disadvantaged (02-03)	--	26325	--	NA	--	504	--	15	--	34	--	33	--	18
Economically Disadvantaged (01-02)	--	18551	--	NA	--	497	--	18	--	37	--	32	--	14
Non-Economically Disadvantaged (02-03)	134	49047	NA	NA	502	530	13	6	41	21	27	37	19	35
Non-Economically Disadvantaged (01-02)	146	52258	NA	NA	497	524	19	8	38	24	30	37	13	32

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

Holbrook Unified District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	134	75221	99	101	516	523	14	8	18	16	51	56	17	21
All Students (01-02)	143	70860	NA	NA	519	524	14	9	19	17	45	45	22	30
Female (02-03)	58	36901	100	100	517	526	10	6	23	15	50	56	18	23
Female (01-02)	68	34393	NA	NA	516	528	15	7	20	15	46	45	20	33
Male (02-03)	76	38319	99	101	515	520	17	9	15	17	51	56	17	18
Male (01-02)	75	35953	NA	NA	522	521	13	10	18	18	45	45	25	27
African American (02-03)	NC	3597	NC	97	NC	510	NC	14	NC	22	NC	53	NC	11
African American (01-02)	--	3289	--	NA	--	511	--	13	--	24	--	46	--	17
Hispanic (02-03)	25	29019	109	99	518	513	13	12	7	21	67	55	13	13
Hispanic (01-02)	26	25016	NA	NA	516	508	15	16	20	24	45	44	20	16
Asian/Pacific Islander (02-03)	--	1572	--	95	--	536	--	2	--	9	--	57	--	31
Asian/Pacific Islander (01-02)	NC	1300	NC	NA	NC	540	NC	3	NC	10	NC	44	NC	42
American Indian/Alaskan Native (02-03)	61	5071	92	114	495	502	20	20	37	27	43	46	0	8
American Indian/Alaskan Native (01-02)	64	4103	NA	NA	503	501	19	18	23	31	46	41	12	11
White (02-03)	42	34543	100	97	534	531	8	4	8	12	54	58	31	26
White (01-02)	43	31447	NA	NA	545	536	5	4	11	11	46	46	38	40
Students with Disabilities (02-03)	15	8006	79	99	510	505	0	22	50	23	50	42	0	13
Students with Disabilities (01-02)	11	5806	NA	NA	NA	490	NA	33	NA	24	NA	32	NA	10
Students without Disabilities (02-03)	119	67215	103	101	516	524	14	7	18	16	51	56	18	21
Students without Disabilities (01-02)	132	65054	NA	NA	519	526	14	8	19	16	45	45	22	30
Limited English Proficient Students (02-03)	38	16853	97	112	498	489	40	29	20	36	40	32	0	3
Limited English Proficient Students (01-02)	35	15217	NA	NA	485	490	44	27	28	35	22	33	6	5
Migrant Students (02-03)	--	866	--	NA	--	503	--	19	--	23	--	49	--	8
Migrant Students (01-02)	--	611	--	NA	--	497	--	25	--	28	--	38	--	9
Economically Disadvantaged (02-03)	--	26256	--	NA	--	509	--	14	--	24	--	51	--	11
Economically Disadvantaged (01-02)	--	18525	--	NA	--	507	--	16	--	26	--	44	--	15
Non-Economically Disadvantaged (02-03)	134	48965	NA	NA	516	528	14	5	18	13	51	58	17	24
Non-Economically Disadvantaged (01-02)	143	52335	NA	NA	519	530	14	7	19	14	45	45	22	34

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	132	73654	98	99	523	530	11	9	22	13	60	70	8	7
All Students (01-02)	141	68592	NA	NA	529	542	12	9	20	12	56	63	12	16
Female (02-03)	58	36239	100	99	532	537	10	7	13	11	68	72	10	10
Female (01-02)	66	33456	NA	NA	536	551	8	7	22	10	51	63	19	20
Male (02-03)	74	37301	96	98	516	523	11	12	28	15	55	68	6	5
Male (01-02)	75	34623	NA	NA	522	533	16	12	18	14	61	63	5	12
African American (02-03)	NC	3488	NC	94	NC	515	NC	16	NC	18	NC	62	NC	4
African American (01-02)	--	3178	--	NA	--	523	--	16	--	16	--	59	--	9
Hispanic (02-03)	25	28348	109	96	527	520	7	13	13	17	73	65	7	5
Hispanic (01-02)	25	24065	NA	NA	534	523	5	16	21	17	58	58	16	9
Asian/Pacific Islander (02-03)	--	1558	--	95	--	547	--	3	--	8	--	76	--	13
Asian/Pacific Islander (01-02)	NC	1257	NC	NA	NC	569	NC	4	NC	5	NC	63	NC	28
American Indian/Alaskan Native (02-03)	61	4947	92	111	507	507	17	22	29	22	51	53	3	3
American Indian/Alaskan Native (01-02)	64	3926	NA	NA	508	511	17	20	29	23	52	51	2	5
White (02-03)	41	33924	98	96	532	537	8	5	18	10	64	75	10	9
White (01-02)	43	30579	NA	NA	560	556	8	4	5	8	59	67	27	21
Students with Disabilities (02-03)	13	7306	68	90	516	506	0	24	50	20	50	52	0	4
Students with Disabilities (01-02)	10	5465	NA	NA	NA	500	NA	33	NA	21	NA	41	NA	5
Students without Disabilities (02-03)	119	66348	103	100	523	531	11	8	21	13	60	71	8	8
Students without Disabilities (01-02)	131	63127	NA	NA	529	543	12	9	20	12	56	64	12	16
Limited English Proficient Students (02-03)	38	16422	97	109	510	495	20	30	20	27	60	43	0	0
Limited English Proficient Students (01-02)	35	14522	NA	NA	490	500	33	28	33	23	33	45	0	4
Migrant Students (02-03)	--	849	--	NA	--	511	--	19	--	22	--	56	--	4
Migrant Students (01-02)	--	582	--	NA	--	510	--	22	--	20	--	52	--	5
Economically Disadvantaged (02-03)	--	25711	--	NA	--	514	--	16	--	19	--	61	--	3
Economically Disadvantaged (01-02)	--	17818	--	NA	--	518	--	17	--	19	--	57	--	7
Non-Economically Disadvantaged (02-03)	132	47943	NA	NA	523	535	11	7	22	11	60	74	8	9
Non-Economically Disadvantaged (01-02)	141	50774	NA	NA	529	549	12	7	20	10	56	65	12	18

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

Holbrook Unified District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	154	76230	101	101	470	498	25	12	50	38	10	12	15	37
All Students (01-02)	139	72888	NA	NA	460	494	29	14	55	40	6	12	10	34
Female (02-03)	71	37247	103	100	469	500	24	11	54	40	10	13	13	37
Female (01-02)	64	34820	NA	NA	462	495	29	13	56	41	7	12	7	34
Male (02-03)	83	38725	100	101	470	497	25	14	46	37	10	12	18	37
Male (01-02)	72	37160	NA	NA	459	493	30	16	52	39	5	12	13	34
African American (02-03)	NC	3594	NC	96	NC	476	NC	22	NC	46	NC	11	NC	21
African American (01-02)	NC	3160	NC	NA	NC	468	NC	26	NC	47	NC	10	NC	17
Hispanic (02-03)	16	28100	80	98	469	482	38	18	38	47	0	11	23	24
Hispanic (01-02)	17	24689	NA	NA	444	474	47	22	40	47	7	11	7	20
Asian/Pacific Islander (02-03)	NC	1447	NC	95	NC	527	NC	5	NC	26	NC	11	NC	58
Asian/Pacific Islander (01-02)	NC	1315	NC	NA	NC	528	NC	5	NC	26	NC	11	NC	58
American Indian/Alaskan Native (02-03)	79	5292	99	113	460	463	22	31	63	47	9	8	6	14
American Indian/Alaskan Native (01-02)	72	4544	NA	NA	454	461	28	29	65	50	4	8	4	13
White (02-03)	36	35389	72	96	495	514	13	6	34	32	16	14	38	48
White (01-02)	31	33987	NA	NA	492	511	13	7	50	34	10	13	27	46
Students with Disabilities (02-03)	20	9022	91	105	428	465	33	31	67	43	0	8	0	17
Students with Disabilities (01-02)	15	6961	NA	NA	428	451	67	38	33	44	0	7	0	11
Students without Disabilities (02-03)	134	67208	103	100	471	500	24	12	50	38	10	12	16	38
Students without Disabilities (01-02)	124	65927	NA	NA	461	495	28	14	56	40	6	12	10	35
Limited English Proficient Students (02-03)	24	14826	83	113	445	460	43	31	57	51	0	8	0	10
Limited English Proficient Students (01-02)	24	12426	NA	NA	445	454	47	34	47	50	0	8	7	9
Migrant Students (02-03)	--	837	--	NA	--	478	--	19	--	51	--	8	--	21
Migrant Students (01-02)	--	598	--	NA	--	474	--	21	--	50	--	12	--	17
Economically Disadvantaged (02-03)	--	25037	--	NA	--	477	--	21	--	47	--	11	--	21
Economically Disadvantaged (01-02)	--	16716	--	NA	--	471	--	24	--	48	--	10	--	18
Non-Economically Disadvantaged (02-03)	154	51193	NA	NA	470	507	25	9	50	35	10	13	15	43
Non-Economically Disadvantaged (01-02)	139	56172	NA	NA	460	500	29	12	55	38	6	12	10	38

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

Holbrook Unified District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	155	76202	102	101	498	505	27	19	32	24	38	46	4	11
All Students (01-02)	134	72779	NA	NA	495	505	33	21	29	20	34	43	4	15
Female (02-03)	71	37247	103	100	499	507	29	16	25	24	43	48	3	13
Female (01-02)	60	34773	NA	NA	496	507	19	18	38	20	40	45	2	17
Male (02-03)	84	38718	101	101	497	503	25	22	38	24	32	44	4	10
Male (01-02)	71	37103	NA	NA	493	502	46	24	20	21	28	41	7	14
African American (02-03)	NC	3600	NC	97	NC	497	NC	28	NC	29	NC	39	NC	5
African American (01-02)	NC	3145	NC	NA	NC	495	NC	31	NC	25	NC	36	NC	8
Hispanic (02-03)	17	28090	85	98	495	497	21	28	36	30	43	37	0	5
Hispanic (01-02)	17	24582	NA	NA	491	494	33	33	53	25	13	35	0	7
Asian/Pacific Islander (02-03)	NC	1443	NC	95	NC	515	NC	9	NC	19	NC	53	NC	19
Asian/Pacific Islander (01-02)	NC	1316	NC	NA	NC	517	NC	8	NC	16	NC	49	NC	27
American Indian/Alaskan Native (02-03)	79	5311	99	113	491	491	33	38	38	31	30	28	0	3
American Indian/Alaskan Native (01-02)	68	4552	NA	NA	490	490	48	40	21	27	29	29	2	4
White (02-03)	36	35371	72	96	517	512	12	10	26	20	47	54	15	16
White (01-02)	31	34024	NA	NA	507	513	7	12	20	16	63	50	10	22
Students with Disabilities (02-03)	20	9097	91	106	488	493	20	39	60	27	20	29	0	5
Students with Disabilities (01-02)	14	7000	NA	NA	487	484	50	53	50	23	0	21	0	4
Students without Disabilities (02-03)	135	67105	104	100	499	506	27	18	30	24	38	47	4	12
Students without Disabilities (01-02)	120	65779	NA	NA	495	505	33	20	28	20	35	44	4	16
Limited English Proficient Students (02-03)	25	14780	86	113	485	486	60	50	33	32	7	18	0	1
Limited English Proficient Students (01-02)	23	12322	NA	NA	487	483	50	54	29	27	14	18	7	1
Migrant Students (02-03)	--	832	--	NA	--	492	--	36	--	31	--	31	--	3
Migrant Students (01-02)	--	594	--	NA	--	488	--	41	--	29	--	26	--	3
Economically Disadvantaged (02-03)	--	24961	--	NA	--	495	--	32	--	30	--	34	--	4
Economically Disadvantaged (01-02)	--	16660	--	NA	--	494	--	35	--	26	--	32	--	7
Non-Economically Disadvantaged (02-03)	155	51241	NA	NA	498	509	27	14	32	22	38	51	4	14
Non-Economically Disadvantaged (01-02)	134	56119	NA	NA	495	507	33	18	29	19	34	46	4	18

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	152	74692	100	99	475	502	34	18	33	27	31	47	2	8
All Students (01-02)	122	70710	NA	NA	478	512	32	17	39	26	25	42	5	16
Female (02-03)	69	36710	100	99	478	509	34	14	32	26	32	50	2	10
Female (01-02)	56	34004	NA	NA	489	520	18	13	45	24	33	44	4	19
Male (02-03)	83	37742	100	98	472	495	35	22	33	28	30	44	2	6
Male (01-02)	64	35830	NA	NA	468	505	45	20	32	27	18	40	5	13
African American (02-03)	NC	3516	NC	94	NC	487	NC	26	NC	31	NC	39	NC	4
African American (01-02)	NC	3047	NC	NA	NC	494	NC	26	NC	30	NC	36	NC	9
Hispanic (02-03)	16	27492	80	96	467	486	38	27	38	32	23	38	0	4
Hispanic (01-02)	16	23835	NA	NA	469	489	36	26	50	32	7	34	7	7
Asian/Pacific Islander (02-03)	NC	1428	NC	94	NC	528	NC	8	NC	20	NC	54	NC	18
Asian/Pacific Islander (01-02)	NC	1290	NC	NA	NC	547	NC	6	NC	16	NC	45	NC	33
American Indian/Alaskan Native (02-03)	78	5166	98	110	468	470	39	39	36	32	23	27	2	2
American Indian/Alaskan Native (01-02)	62	4371	NA	NA	473	479	31	33	49	35	18	28	2	5
White (02-03)	35	34785	70	94	503	517	17	10	23	23	57	56	3	11
White (01-02)	26	33216	NA	NA	499	530	28	9	16	21	44	48	12	22
Students with Disabilities (02-03)	19	8428	86	98	486	472	0	38	50	30	50	29	0	3
Students with Disabilities (01-02)	10	6571	NA	NA	439	464	100	46	0	30	0	19	0	4
Students without Disabilities (02-03)	133	66264	102	99	475	503	35	17	33	27	31	48	2	8
Students without Disabilities (01-02)	112	64139	NA	NA	478	514	31	16	39	26	25	42	5	16
Limited English Proficient Students (02-03)	24	14363	83	109	448	459	53	47	47	34	0	19	0	1
Limited English Proficient Students (01-02)	21	11894	NA	NA	471	461	25	45	67	35	8	18	0	2
Migrant Students (02-03)	--	814	--	NA	--	475	--	33	--	37	--	27	--	2
Migrant Students (01-02)	--	574	--	NA	--	476	--	35	--	35	--	24	--	5
Economically Disadvantaged (02-03)	--	24507	--	NA	--	480	--	31	--	33	--	33	--	3
Economically Disadvantaged (01-02)	--	16090	--	NA	--	486	--	29	--	34	--	31	--	7
Non-Economically Disadvantaged (02-03)	152	50185	NA	NA	475	511	34	13	33	24	31	53	2	10
Non-Economically Disadvantaged (01-02)	122	54620	NA	NA	478	519	32	13	39	24	25	45	5	18

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	140	71167	102	99	461	463	38	38	38	41	19	14	5	7
All Students (01-02)	143	66213	NA	NA	454	459	43	39	42	40	10	14	5	7
Female (02-03)	68	34825	103	99	461	462	41	38	34	42	19	14	5	6
Female (01-02)	76	31853	NA	NA	456	458	40	40	45	42	11	13	4	6
Male (02-03)	72	36047	101	99	462	464	33	38	43	39	19	15	5	8
Male (01-02)	67	32966	NA	NA	451	460	48	39	38	39	8	15	6	8
African American (02-03)	NC	3225	NC	95	NC	441	NC	57	NC	34	NC	6	NC	2
African American (01-02)	NC	2672	NC	NA	NC	433	NC	60	NC	33	NC	5	NC	2
Hispanic (02-03)	13	23643	93	97	438	445	67	53	33	37	0	8	0	2
Hispanic (01-02)	15	20680	NA	NA	451	438	40	56	60	35	0	6	0	2
Asian/Pacific Islander (02-03)	NC	1503	NC	100	NC	493	NC	18	NC	40	NC	23	NC	19
Asian/Pacific Islander (01-02)	NC	1316	NC	NA	NC	491	NC	17	NC	43	NC	22	NC	17
American Indian/Alaskan Native (02-03)	70	5161	90	103	450	435	41	63	46	30	12	5	0	2
American Indian/Alaskan Native (01-02)	69	4138	NA	NA	443	425	53	67	37	27	8	4	2	1
White (02-03)	37	35245	88	95	482	476	29	26	26	45	29	19	15	10
White (01-02)	40	31654	NA	NA	473	475	30	26	46	45	14	19	11	10
Students with Disabilities (02-03)	24	8095	NA	104	364	426	100	69	0	25	0	5	0	1
Students with Disabilities (01-02)	17	6229	NA	NA	NA	412	NA	75	NA	21	NA	3	NA	1
Students without Disabilities (02-03)	116	63072	85	99	462	464	37	37	38	41	19	15	5	7
Students without Disabilities (01-02)	126	59984	NA	NA	454	460	43	38	42	41	10	14	5	7
Limited English Proficient Students (02-03)	21	10317	95	111	NA	426	NA	72	NA	25	NA	2	NA	1
Limited English Proficient Students (01-02)	26	7948	NA	NA	434	417	63	74	37	23	0	2	0	0
Migrant Students (02-03)	--	614	--	NA	--	440	--	57	--	34	--	6	--	3
Migrant Students (01-02)	--	460	--	NA	--	432	--	64	--	30	--	5	--	1
Economically Disadvantaged (02-03)	--	17057	--	NA	--	440	--	58	--	34	--	6	--	2
Economically Disadvantaged (01-02)	NC	10457	NC	NA	NC	433	NC	60	NC	32	NC	6	NC	2
Non-Economically Disadvantaged (02-03)	140	54110	NA	NA	461	468	38	33	38	43	19	16	5	8
Non-Economically Disadvantaged (01-02)	142	55756	NA	NA	454	463	44	36	42	42	10	15	5	8

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

Holbrook Unified District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	141	71100	103	99	503	502	24	25	19	21	41	40	15	15
All Students (01-02)	145	66144	NA	NA	496	504	22	24	31	20	40	40	7	16
Female (02-03)	68	34825	103	99	510	505	18	21	18	22	47	42	18	15
Female (01-02)	78	31849	NA	NA	503	506	16	21	34	21	42	42	8	16
Male (02-03)	73	36010	103	99	495	499	33	28	21	20	33	38	12	14
Male (01-02)	67	32894	NA	NA	487	502	30	26	26	20	38	39	6	16
African American (02-03)	NC	3219	NC	95	NC	486	NC	38	NC	24	NC	31	NC	7
African American (01-02)	NC	2662	NC	NA	NC	487	NC	35	NC	24	NC	34	NC	7
Hispanic (02-03)	12	23630	86	96	489	485	22	37	44	25	33	32	0	6
Hispanic (01-02)	17	20690	NA	NA	489	484	17	37	42	25	42	31	0	6
Asian/Pacific Islander (02-03)	NC	1509	NC	100	NC	522	NC	12	NC	14	NC	46	NC	28
Asian/Pacific Islander (01-02)	NC	1325	NC	NA	NC	525	NC	10	NC	16	NC	46	NC	28
American Indian/Alaskan Native (02-03)	73	5144	94	102	492	478	30	46	25	24	38	25	8	5
American Indian/Alaskan Native (01-02)	64	4111	NA	NA	484	476	29	46	44	24	25	25	2	4
White (02-03)	37	35198	88	95	520	515	15	15	12	18	50	47	24	21
White (01-02)	42	31628	NA	NA	512	518	21	13	5	17	62	47	13	23
Students with Disabilities (02-03)	25	8121	NA	105	NA	470	NA	55	NA	20	NA	21	NA	4
Students with Disabilities (01-02)	17	6246	NA	NA	NA	464	NA	56	NA	22	NA	19	NA	3
Students without Disabilities (02-03)	116	62979	85	99	503	503	24	23	19	21	41	41	15	15
Students without Disabilities (01-02)	128	59898	NA	NA	496	505	22	23	31	20	40	41	7	16
Limited English Proficient Students (02-03)	22	10304	100	110	NA	462	NA	63	NA	23	NA	13	NA	1
Limited English Proficient Students (01-02)	24	7973	NA	NA	474	461	40	62	50	24	10	13	0	1
Migrant Students (02-03)	--	623	--	NA	--	475	--	45	--	27	--	25	--	3
Migrant Students (01-02)	--	464	--	NA	--	471	--	53	--	24	--	20	--	3
Economically Disadvantaged (02-03)	--	17040	--	NA	--	483	--	40	--	25	--	29	--	6
Economically Disadvantaged (01-02)	NC	10421	NC	NA	NC	483	NC	39	NC	25	NC	30	NC	6
Non-Economically Disadvantaged (02-03)	141	54060	NA	NA	503	507	24	20	19	20	41	43	15	17
Non-Economically Disadvantaged (01-02)	143	55723	NA	NA	496	507	22	21	31	19	40	42	7	17

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	137	69001	100	96	480	490	21	17	47	37	31	45	0	1
All Students (01-02)	140	63579	NA	NA	481	493	16	15	52	42	32	41	0	2
Female (02-03)	66	34086	100	97	487	496	12	13	51	36	37	51	0	1
Female (01-02)	74	30909	NA	NA	487	499	11	12	50	39	39	47	0	2
Male (02-03)	71	34644	100	95	470	484	33	22	43	39	24	38	0	0
Male (01-02)	66	31316	NA	NA	474	487	21	19	56	44	23	36	0	1
African American (02-03)	NC	3115	NC	92	NC	478	NC	25	NC	44	NC	31	NC	0
African American (01-02)	NC	2555	NC	NA	NC	479	NC	24	NC	48	NC	27	NC	1
Hispanic (02-03)	12	22656	86	92	459	476	44	27	44	43	11	30	0	0
Hispanic (01-02)	13	19637	NA	NA	493	476	0	25	56	48	44	26	0	0
Asian/Pacific Islander (02-03)	NC	1472	NC	98	NC	507	NC	8	NC	30	NC	60	NC	2
Asian/Pacific Islander (01-02)	NC	1304	NC	NA	NC	513	NC	6	NC	34	NC	54	NC	6
American Indian/Alaskan Native (02-03)	69	4940	88	98	473	469	20	34	58	43	23	23	0	0
American Indian/Alaskan Native (01-02)	64	3913	NA	NA	469	470	26	31	54	49	20	20	0	0
White (02-03)	37	34501	88	93	494	500	12	10	44	34	44	55	0	1
White (01-02)	42	30738	NA	NA	493	504	5	8	51	37	44	53	0	3
Students with Disabilities (02-03)	22	7386	NA	95	NA	459	NA	46	NA	37	NA	17	NA	0
Students with Disabilities (01-02)	17	5707	NA	NA	NA	455	NA	48	NA	42	NA	10	NA	0
Students without Disabilities (02-03)	115	61615	84	97	480	491	21	16	47	37	31	45	0	1
Students without Disabilities (01-02)	123	57872	NA	NA	481	493	16	15	52	42	32	42	0	2
Limited English Proficient Students (02-03)	18	9662	82	104	NA	454	NA	51	NA	40	NA	9	NA	0
Limited English Proficient Students (01-02)	24	7434	NA	NA	455	455	37	46	58	46	5	8	0	0
Migrant Students (02-03)	--	590	--	NA	--	466	--	35	--	43	--	22	--	0
Migrant Students (01-02)	--	438	--	NA	--	464	--	35	--	52	--	13	--	0
Economically Disadvantaged (02-03)	--	16383	--	NA	--	472	--	30	--	43	--	26	--	0
Economically Disadvantaged (01-02)	NC	9966	NC	NA	NC	475	NC	27	NC	48	NC	24	NC	0
Non-Economically Disadvantaged (02-03)	137	52618	NA	NA	480	494	21	14	47	36	31	49	0	1
Non-Economically Disadvantaged (01-02)	139	53613	NA	NA	481	495	16	13	52	41	32	44	0	2

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	156	57534	97	91	484	491	47	46	24	16	27	23	2	15
All Students (01-02)	129	51010	NA	NA	462	483	70	45	10	20	12	23	7	11
Female (02-03)	71	28155	96	90	482	491	54	47	20	16	24	24	2	14
Female (01-02)	65	23706	NA	NA	451	483	83	46	6	21	11	23	0	10
Male (02-03)	84	28932	97	89	486	491	41	46	27	15	30	23	2	16
Male (01-02)	62	24015	NA	NA	476	482	55	45	16	19	14	23	16	12
African American (02-03)	NC	2558	NC	86	NC	475	NC	64	NC	15	NC	16	NC	6
African American (01-02)	NC	1903	NC	NA	NC	462	NC	66	NC	17	NC	13	NC	4
Hispanic (02-03)	15	17547	107	86	476	475	50	64	36	15	14	15	0	6
Hispanic (01-02)	18	14029	NA	NA	451	464	93	66	7	17	0	14	0	4
Asian/Pacific Islander (02-03)	--	1395	--	96	--	519	--	22	--	16	--	28	--	35
Asian/Pacific Islander (01-02)	NC	1165	NC	NA	NC	506	NC	25	NC	19	NC	31	NC	25
American Indian/Alaskan Native (02-03)	88	3794	87	91	477	468	56	72	25	13	19	12	0	3
American Indian/Alaskan Native (01-02)	51	2880	NA	NA	445	459	79	72	11	15	7	10	4	3
White (02-03)	38	29790	84	86	494	501	39	34	16	17	39	29	6	20
White (01-02)	33	26202	NA	NA	477	495	62	32	7	22	17	30	14	16
Students with Disabilities (02-03)	19	5562	79	93	502	461	0	79	50	10	50	8	0	3
Students with Disabilities (01-02)	14	3811	NA	NA	NA	431	NA	86	NA	9	NA	4	NA	1
Students without Disabilities (02-03)	137	51972	100	90	484	492	48	45	23	16	27	24	2	15
Students without Disabilities (01-02)	115	47199	NA	NA	462	484	70	44	10	20	12	24	7	11
Limited English Proficient Students (02-03)	37	5467	97	111	479	458	100	87	0	7	0	5	0	1
Limited English Proficient Students (01-02)	26	3969	NA	NA	452	449	100	81	0	12	0	6	0	1
Migrant Students (02-03)	--	702	--	NA	--	471	--	74	--	9	--	14	--	3
Migrant Students (01-02)	--	754	--	NA	--	456	--	77	--	14	--	8	--	2
Economically Disadvantaged (02-03)	--	10446	--	NA	--	472	--	70	--	13	--	13	--	4
Economically Disadvantaged (01-02)	NC	7621	NC	NA	NC	461	NC	70	NC	15	NC	11	NC	3
Non-Economically Disadvantaged (02-03)	156	47088	NA	NA	484	495	47	42	24	16	27	26	2	17
Non-Economically Disadvantaged (01-02)	128	43389	NA	NA	462	486	70	41	10	21	12	25	7	12

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

Holbrook Unified District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	157	56700	98	89	500	512	15	15	39	23	42	52	4	10
All Students (01-02)	132	50525	NA	NA	501	517	14	12	40	22	38	51	8	15
Female (02-03)	72	28155	97	89	506	517	9	12	41	22	44	54	6	12
Female (01-02)	70	23593	NA	NA	497	521	14	9	49	22	30	53	7	17
Male (02-03)	85	28398	98	88	495	507	21	19	38	24	39	49	2	9
Male (01-02)	62	23712	NA	NA	507	511	13	15	29	23	49	49	9	13
African American (02-03)	NC	2529	NC	85	NC	495	NC	24	NC	31	NC	41	NC	4
African American (01-02)	NC	1887	NC	NA	NC	494	NC	22	NC	31	NC	42	NC	5
Hispanic (02-03)	15	17305	107	85	504	494	7	24	50	31	36	41	7	4
Hispanic (01-02)	14	13784	NA	NA	492	496	0	20	77	32	23	41	0	6
Asian/Pacific Islander (02-03)	--	1382	--	95	--	530	--	6	--	17	--	59	--	17
Asian/Pacific Islander (01-02)	NC	1145	NC	NA	NC	531	NC	6	NC	15	NC	57	NC	21
American Indian/Alaskan Native (02-03)	91	3815	90	91	490	489	24	29	43	35	33	35	0	2
American Indian/Alaskan Native (01-02)	56	2881	NA	NA	486	490	24	23	42	38	30	36	3	4
White (02-03)	39	29209	87	84	515	525	9	9	24	17	58	59	9	15
White (01-02)	36	25825	NA	NA	516	530	9	6	28	16	47	57	16	21
Students with Disabilities (02-03)	21	5215	88	87	488	478	33	43	33	29	33	25	0	2
Students with Disabilities (01-02)	12	3714	NA	NA	NA	461	NA	45	NA	33	NA	20	NA	2
Students without Disabilities (02-03)	136	51485	99	89	501	513	15	15	39	23	42	52	4	11
Students without Disabilities (01-02)	120	46811	NA	NA	501	518	14	11	40	22	38	52	8	16
Limited English Proficient Students (02-03)	38	5378	100	109	504	471	0	48	0	36	100	15	0	0
Limited English Proficient Students (01-02)	27	3955	NA	NA	472	476	40	32	40	46	20	20	0	2
Migrant Students (02-03)	--	689	--	NA	--	486	--	31	--	36	--	30	--	2
Migrant Students (01-02)	--	766	--	NA	--	478	--	33	--	35	--	29	--	3
Economically Disadvantaged (02-03)	--	10358	--	NA	--	492	--	26	--	33	--	37	--	4
Economically Disadvantaged (01-02)	NC	7485	NC	NA	NC	494	NC	22	NC	34	NC	37	NC	6
Non-Economically Disadvantaged (02-03)	157	46342	NA	NA	500	516	15	13	39	21	42	54	4	12
Non-Economically Disadvantaged (01-02)	131	43040	NA	NA	501	520	14	10	40	20	38	53	8	17

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 [5]

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (02-03)	153	55090	95	87	458	479	28	16	13	13	58	70	0	0
All Students (01-02)	136	50572	NA	NA	467	481	22	14	25	23	53	63	0	1
Female (02-03)	71	27752	96	89	462	483	20	13	11	12	69	75	0	0
Female (01-02)	69	25093	NA	NA	462	486	20	11	25	20	54	68	0	1
Male (02-03)	81	26842	93	83	453	474	37	20	15	15	48	65	0	0
Male (01-02)	67	24125	NA	NA	472	476	24	17	24	26	52	57	0	1
African American (02-03)	NC	2336	NC	78	NC	464	NC	25	NC	14	NC	62	NC	0
African American (01-02)	NC	1891	NC	NA	NC	463	NC	24	NC	26	NC	50	NC	0
Hispanic (02-03)	15	16391	107	81	452	458	36	28	7	16	57	56	0	0
Hispanic (01-02)	18	13770	NA	NA	456	459	29	25	18	28	53	47	0	0
Asian/Pacific Islander (02-03)	--	1356	--	93	--	499	--	7	--	9	--	83	--	2
Asian/Pacific Islander (01-02)	NC	1171	NC	NA	NC	498	NC	7	NC	17	NC	74	NC	2
American Indian/Alaskan Native (02-03)	89	3731	88	89	441	446	39	37	10	16	51	47	0	0
American Indian/Alaskan Native (01-02)	56	2894	NA	NA	447	449	36	34	31	26	33	40	0	0
White (02-03)	35	29053	78	84	492	492	3	8	20	12	77	79	0	0
White (01-02)	36	26169	NA	NA	489	494	3	6	22	21	75	72	0	1
Students with Disabilities (02-03)	21	4141	88	69	434	436	50	47	0	18	50	35	0	0
Students with Disabilities (01-02)	13	3136	NA	NA	458	427	0	56	0	26	100	18	0	0
Students without Disabilities (02-03)	132	50949	96	89	458	479	28	16	13	13	59	71	0	0
Students without Disabilities (01-02)	123	47436	NA	NA	467	482	22	13	25	23	53	64	0	1
Limited English Proficient Students (02-03)	37	4711	97	96	408	422	50	61	50	13	0	26	0	0
Limited English Proficient Students (01-02)	23	3543	NA	NA	437	435	40	48	40	22	20	30	0	0
Migrant Students (02-03)	--	666	--	NA	--	444	--	39	--	11	--	50	--	0
Migrant Students (01-02)	--	719	--	NA	--	443	--	37	--	26	--	36	--	0
Economically Disadvantaged (02-03)	--	10168	--	NA	--	453	--	32	--	18	--	50	--	0
Economically Disadvantaged (01-02)	NC	7613	NC	NA	NC	456	NC	29	NC	28	NC	43	NC	0
Non-Economically Disadvantaged (02-03)	153	44922	NA	NA	458	484	28	13	13	13	58	73	0	0
Non-Economically Disadvantaged (01-02)	135	42959	NA	NA	467	485	22	11	25	22	53	66	0	1

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

Holbrook Unified District

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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

District AYP Determination		
	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds districts accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at or above proficient by 2013-14 in reading/language arts and math.

Met Percent Tested: Districts in which at least ninety-five percent (95%) of students enrolled at the time of the test adminstration complete the state assessments will meet the AYP standard estabilished in federal statute. Districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives (AMO) for each subject/grade. If all student subgroups meet the annual measurable objectives, the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives, the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Districts must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the district level, the safe harbor provision allows for a 1% gain or more from the previous academic year. Attendance rate was used as the additional indicator for elementary districts.

Met Graduation Rate: District wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the district level, the safe harbor provision allows for a 1% gain or more from the previous academic year. Graduation rate was used as the additional indicator for high school and unified districts.

Safe Harbor Provision: If a group or subgroup had less than 30 students tested in 2003, it was automatically considered to have met the safe harbor provision.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Holbrook Unified District

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	0	.00	200	.10
Identified for Corrective Action	0	.000	20	.01

School Name	Years in School Improvement

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Holbrook Unified District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Holbrook High School	*	Performing	Met
Holbrook Junior High School	Performing	*	Not Met
Hulet Elementary School	Performing	*	Met
Indian Wells Elementary	New School	New School	Met
Park Elementary School	PreK-2	PreK-2	Met

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Footnotes

1 Adequate Yearly Progress, please visit our westsite at http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the distrct and not audited by the ADE. If all values are set to $0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation of data by subgroups and by 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards. These data also provides a two year trend analysis of student performance as required by NCLB.